

Education

in the SOVIET ZONE of GERMANY

By Paul S. Bodenman

*Assistant to the Director
Educational Exchange and
Training Branch
Division of International Education*

Bulletin 1959 No. 26

**U.S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE
ARTHUR S. FLEMING
*Secretary***

**Office of Education
LAWRENCE G. DERTHICK
*Commissioner***

Foreword

WHAT ARE the educational developments in the Soviet Zone of Germany? That question is repeatedly asked of the Office of Education. The fact is that only meager information in the English language has been available anywhere on the subject.

In order to meet the need for such information, the present bulletin—*Education in the Soviet Zone of Germany*—is issued by the Office of Education, as another in its longstanding series of international education publications. Most of the bulletins in the series are based in large measure upon firsthand interviews and visits to schools and other educational institutions of the respective countries. Although such interviews and visits within the Soviet Zone were not available to the author in the development of this bulletin, he has based his research upon extensive documentation, and has been given invaluable assistance from many individuals and agencies well informed on developments within the Zone.

Resources utilized by the author have included: A large number of primary documents issued in the Zone; statements of political and educational leaders within the Zone; official magazines and newspapers of educational agencies, copies of textbooks used in schools and colleges, and similar sources, all published within the Soviet Zone. A number of publications issued in the Federal Republic of Germany by official and private agencies also served as highly useful guides to original source materials. In addition, the author in 1958 interviewed various educators and other public officials in the Federal Republic, including West Berlin, who contributed useful related information.

It is believed that this current bulletin holds valuable information for educators and others who seek some dependable answers to that often repeated question, What are the educational developments in the Soviet Zone of Germany?

Lawrence G. Serlinick

Commissioner of Education

Acknowledgments

THE AUTHOR did not go into the Soviet Zone of Germany for a first-hand study of the educational system. This bulletin is therefore based on documentation rather than on personal experience. Invaluable assistance was obtained from a large number of individuals and agencies in the Federal Republic.

The author and the Office of Education wish to express special appreciation to the following organizations:

Publikationsstelle des Bundesministeriums fuer gesamt-deutsche Fragen, Bonn. (Publication Service of the Federal Ministry of All-German Affairs.)

Staendige Konferenz der Kultusminister, Bonn. (Permanent Conference of Ministers of Culture.)

Hauptstelle fuer Erziehungs-und Schulwesen, Berlin-Schoeneberg. (Central Office for Educational Affairs.)

Informationsdienst fuer Freiheitliche Erzieher, Duesseldorf. (Information Service for Freedom-loving Educators.)

The Foreign Office of the Federal Republic of Germany, at whose invitation the author was able to spend a month in Germany during the summer of 1958.

OLIVER J. CALDWELL,
*Assistant Commissioner for
International Education and
Director, Division of
International Education*

BESS GOODYKOONTZ, *Director
International Educational
Relations*

Contents

	Page
FOREWORD	iii
ACKNOWLEDGMENTS	iv
CHAPTER I.—INTRODUCTION: GENERAL BACKGROUND :	1
Postwar Developments	1
Area and Population	2
CHAPTER II.—THE EDUCATIONAL SYSTEM: AN OVERVIEW	5
The Organization of Education	5
General Education	5
Vocational and Technical Education	6
Higher Education	6
Teacher Education	7
Educational Objectives	7
The Constitution	7
The Resolution of 1952	9
The Fifth Pedagogic Conference	9
The School Conference of the SED	10
CHAPTER III.—GENERAL EDUCATION	12
Legal Foundations	12
Order Number 40	12
Law for the Democratization of the German Schools	12
Other Major Laws and Orders	15
Preschool Education	16
The Elementary School	19
The Curriculum	20
Central Rural Schools	23
Youth Consecration Festivals	24
The Middle School	25
Requirements for Admission	28
The Curriculum	30
The Secondary School	31
The Curriculum	31
Stipends	34
Polytechnic Education	35
The Practicum	37
Productive Labor	40
Introduction to Socialistic Production	41

CHAPTER III.—Continued	Page
The Control of Instruction	43
Courses of Study, Syllabi, and Schedules	43
Plans of Subordinate Officials	43
Textbooks and Other Teaching Materials	44
The Examination System	46
The Pedagogical Council	49
Special Schools	50
Schools for the Handicapped	50
Schools for Special Purposes	51
Sponsorship Contracts	52
CHAPTER IV.—VOCATIONAL AND TECHNICAL EDUCATION	55
Vocational Training	55
Organization of Trades	56
General Vocational Schools	56
Vocational Schools in Industry	57
The Curriculum	58
Examinations	59
Stipends	59
Continuing Education	60
Advisory Councils	60
Technical Education	60
Control	61
Types of Schools	62
Admission of Students	63
Program of Studies	64
Examinations	67
Stipends	68
The Faculty	68
CHAPTER V.—HIGHER EDUCATION	69
Institutions of University Rank	69
Industry Institutes	75
Control of Higher Education	76
Scientific Advisory Boards	77
Personnel Actions	78
Organization of Universities	78
The Rector	78
The Prorectors	78
The Business Manager	79
The Senate	79
The Dean	79
The Faculty Council	80

CONTENTS

VII

CHAPTER V.—Continued	Page
Department Heads	80
The Faculty	80
Admissions of Students	82
The Year of Practical Labor	84
Student Vows	85
Stipends	86
The Curriculum	86
Studium Generale	87
Seminar Groups	89
Correspondence Study	89
Examinations and Degrees	90
Guidance and Placement of Students	92
Workers-and-Peasants' Faculties	92
The Socialization of Higher Education	93
CHAPTER VI.—TEACHER EDUCATION AND THE TEACHING PROFESSION	97
General Development; 1945-53	97
The Fourth Pedagogic Conference	98
The Teacher Training Order of 1953	99
Teachers for the Primary Level (Grades 1-4)	99
Teachers for the Intermediate Level (Grades 5-8)	100
Teachers for the Upper Level (Grades 9-12)	101
Correspondence Study	101
Pioneer Leaders (Youth Leaders) and Leaders in School Homes and Clubs	102
Kindergarten Teachers	102
Vocational and Technical Teachers	102
Vocational Teacher Training Institutes	102
General Requirements	103
Diploma Courses for Vocational Teachers	104
Technical Schools	105
Inservice Teacher Training	106
The German Pedagogical Central Institute	107
CHAPTER VII.—OTHER EDUCATIONAL AGENCIES	109
Youth Organizations	109
The Free German Youth	109
Pioneer Organization "Ernst Thaelmann"	112
Clubs	114
School Clubs and Homes	114
Sports	115
The School and the Home	115
Adult Education	116

CHAPTER VII.—Continued	Page
Development of adult education, 1945-55	116
Reorganization of 1956 and Subsequent Developments	119
CHAPTER VIII.—EDUCATIONAL ADMINISTRATION AND FINANCE	121
Principles of School Administration	121
The Administrative Agencies: A Summary	123
Department of General Education, Central Committee of the SED	123
The Council of Ministers	123
The Ministry of Public Education	123
The Ministry of Labor and Vocational Education	125
The State Secretariat for Higher Education	125
The Ministry of Culture	126
School Finance	126
CHAPTER IX.—EDUCATIONAL RELATIONS BETWEEN THE FEDERAL REPUBLIC AND THE SOVIET ZONE	129
The Refugee Problem	129
The Refugee Problem and Education	130
Reception in the West	131
Cultural and Professional Relationships	132
The Pass Law of December 11, 1957	133
CHAPTER X.—THE SCHOOL SYSTEM OF BERLIN	135
Four-Power Control of Berlin	135
The School Law of Greater Berlin	136
The Divided City	137
CHAPTER XI.—IN BRIEF REVIEW	139
BIBLIOGRAPHY	141
APPENDIX.—STATISTICAL TABLES	157
Table I. —Preschool and Out-of-School Facilities	157
Table II. —Schools for General Education	157
Table III. —Enrollments in Adult Education, 1956-57	158
Table IV. —Vocational and Technical Schools	158
Table V. —Technical Schools, Teachers, and Students	159
Table VI. —Workers-and-Peasants' Faculties	159
Table VII. —Higher Education	160
Table VIII.—Full-time Enrollments in Higher Education by Institution	161
Table IX. —Expenditures for Education and Culture, 1957	162

CHAPTER I

Introduction: General Background

EDUCATION and cultural affairs in Germany traditionally have been the responsibility of the individual States (Laender) rather than of the national government. Nevertheless, education in all the States shared a high degree of uniformity both in structure and in curriculum. The system consisted essentially of a 13-year elementary-secondary school program, supplemented by an extensive network of vocational, technical, and teacher-training institutions, and followed by the universities and other institutions of higher education. The principle of the individual State's responsibility was set aside during the period of National Socialism, 1933-45, with the establishment of a National Ministry of Science, Education, and Public Instruction, which maintained control over all education until the end of World War II.¹

Postwar Developments

At the end of the war, Germany was divided into four zones, occupied respectively by France, Great Britain, the Soviet Union, and the United States. The Allied Control Council, consisting of the four commanders, was established to act jointly by unanimous decision on questions concerning Germany as a whole. The decisions of the Control Council "were to ensure uniformity of action by individual commanders in their respective zones."² Berlin was

¹ Two publications of the Office of Education provide brief accounts of the historical development of German education, the status of education under the Weimar Republic and in the early National Socialist period, and the development of education in the Federal Republic of Germany:

— Lindgren, Allina M. *Education in Germany*. U.S. Office of Education Bulletin 1939, No. 15. Washington: U.S. Government Printing Office, 1939. 145p.

— *Germany Revisited. Education in the Federal Republic*. U.S. Office of Education Bulletin 1957, No. 12. Washington: U.S. Government Printing Office, 1957. 107p.

² *Report on Germany. September 21, 1949-July 21, 1952*. [Bonn]: Office of the U.S. High Commissioner for Germany, 1952, P. 1.

divided into four sectors and was to be governed as a single city by the four-power Kommandatura, consisting of the commanders of the respective allied sectors.

Efforts to govern Germany as a unit were unsuccessful. The Moscow Conference of March and April 1947 and the London Conference of November and December of the same year failed to resolve the basic issues that had arisen between the three Western Powers on the one hand and the Soviet Union on the other. On March 20, 1948, the Soviet member withdrew from the Allied Control Council; on November 30, 1948, the four-power Berlin Kommandatura ceased to function.

France, Great Britain, and the United States agreed upon the Occupation Statute, signed on May 12, 1949, which led to the establishment of the Federal Republic of Germany soon thereafter. The Soviet Union, on the other hand, established the "German Democratic Republic" in its zone, controlled by the Socialist Unity Party (SED).³

The five States originally constituting the Soviet Zone—Saxony, Thuringia, Sachsen-Anhalt, Brandenburg, and Mecklenburg—were abolished in 1952 and, together with East Berlin, were reorganized into 15 administrative divisions under the control of the central government.

Area and Population

On the basis of the 1937 boundaries and the 1939 census, the division of Germany resulted in the following distribution of territory and population:⁴

<i>Territory</i>	<i>Percent of population</i>	<i>Percent of Area</i>	<i>Density per square mile</i>
Federal Republic and West Berlin -----	62.0	52.8	450
Soviet Zone and East Berlin -----	24.1	22.9	408
Eastern Territories (Polish and Soviet Administration) -----	13.9	24.3	220
Total -----	100	100	378

Note: Each reference cited in a footnote appears also in the bibliography. English translations of German titles have been provided. Bibliographic information is included in the footnote the first time a particular reference is cited. In all subsequent references to the same item, bibliographic information and English translations are omitted.

³ SED: Sozialistische Einheitspartei Deutschlands.

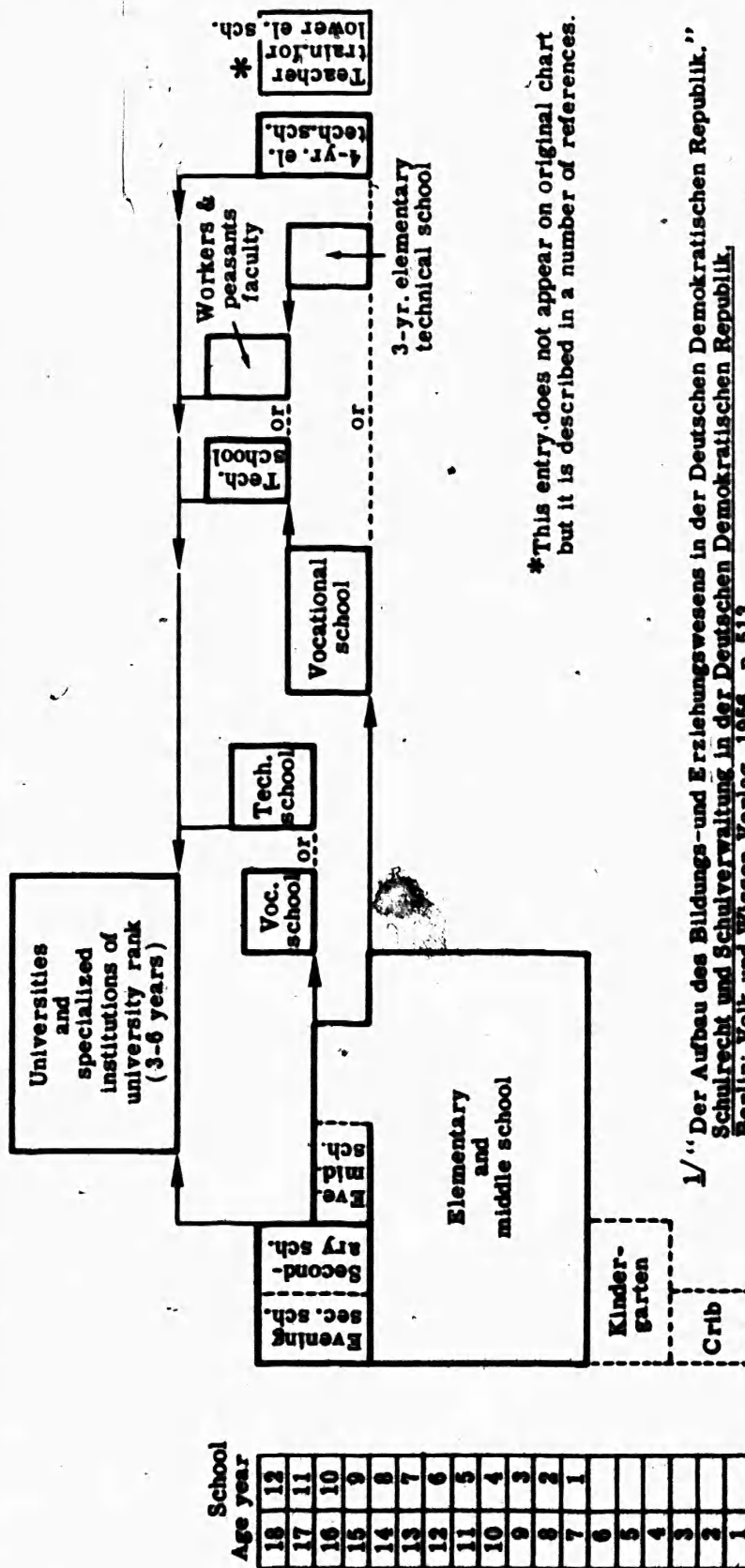
⁴ Press and Information Office of the Federal German Government. *Germany in a Nutshell*, Bonn, 1958, P. 6.

The population of the Federal Republic on June 30, 1956, including the Saar and West Berlin was 53.8 million, an increase of 6.6 million since 1946, of which 2.5 million is attributed to an increase in the birthrate, the remainder primarily to a steady influx of refugees from the Soviet Zone, averaging over 300,000 per year.⁵ The Soviet Zone population has declined from a peak of 19 million in 1948 to 17.7 million in 1956.⁶

⁵ Ibid., P. 12.

⁶ Statistisches Jahrbuch der Deutschen Demokratischen Republik, 1956. Zweiter Jahrgang. (Statistical Yearbook of the German Democratic Republic, Second Edition.) Berlin: VEB Deutscher Zentralverlag, 1957, P. 7.

Chart I.
ORGANIZATION of EDUCATION in the GERMAN DEMOCRATIC REPUBLIC^{1/}



*This entry does not appear on original chart but it is described in a number of references.

^{1/}"Der Aufbau des Bildungs- und Erziehungswesens in der Deutschen Demokratischen Republik." Schulrecht und Schulverwaltung in der Deutschen Demokratischen Republik, Berlin: Volk und Wissen Verlag, 1956. p. 513.

CHAPTER II

The Educational System: An Overview

The Organization of Education

THE CHART on page 4 adapted from a draft by Hans-Joachim Laabs, State Secretary in the Ministry of Public Education of the Soviet Zone, outlines the system of education as of September 1, 1956. No essential changes in organization have occurred since that date.

GENERAL EDUCATION

Preschool education begins with the kindergarten. Children are admitted after their third birthday and can remain for 3 years. Prekindergarten nurseries, known as the "crib," have been established under the control of welfare agencies for children aged 1 to 3. Neither is compulsory.

The elementary school is an 8-year school for all children. Compulsory education begins with the opening of the school term in the autumn for all children who reach their sixth birthday before May 31 of the same year. Upon completion of the eighth grade, a child can enter six different types of schools as shown on the chart: The middle school, the secondary school, vocational school (part time), the 3-year elementary technical school, the 4-year elementary technical school, or the 4-year training institute for teachers of the lower grades (1-4) of the elementary school. Compulsory education continues until age 18, including at least the full-time elementary school and completion of the part-time vocational school accompanied by an apprenticeship. Any one of the five full-time schools listed above may be substituted for the part-time vocational school and apprenticeship.

The middle school is a 2-year extension of the elementary school. In general, the director of a middle school is also the director of the preceding elementary school so that the middle

school is considered to be a unified, 10-year school rather than grades 9 and 10 only. Recent publications refer to it as the 10-year secondary school. Upon completion of this school, the student can enter a vocational school, the 11th grade of the secondary school, or a full-time technical school. Graduation from the latter two, qualifies him for university entrance.

The secondary school, based on the 8-year elementary school is a preparatory school for university entrance. It includes grades 9 through 12. Some graduates, however, enter vocational or technical schools rather than institutions of higher education.

Adult education, an important part of the educational system, includes both general and vocational education. One of its major objectives is political education.

VOCATIONAL AND TECHNICAL EDUCATION

The vocational schools are part-time schools which, accompanied by apprenticeship, have the primary objective of training pupils for the practical trades. The great majority are open to graduates of the elementary school. A few, however, are restricted to graduates of the middle or secondary schools. Many of the graduates of the vocational schools do not continue their formal education. If they desire to do so, however, they can enter either a full-time technical school or a "workers-and-peasants' faculty." Graduation from either of these will qualify the student for university admission.

Technical schools are full-time institutions designed to develop students for skilled trades for which part-time vocational training is insufficient. Some are open to graduates of the elementary school, others require completion of at least the middle school. Four-year schools of the former category and all of the latter (usually 3 years in length) qualify the graduate for university admission.

HIGHER EDUCATION

Workers-and-peasants' faculties, an innovation in the Soviet Zone, are a 3-year downward extension of the university. Operated by the university, they qualify for university entrance students who have not selected one of the normal programs of pre-university study described above. Most of the students who enter these faculties have completed vocational training and have had varying periods of work experience before deciding to enter higher education.

Higher education institutions include the general universities, institutes of technology, and a large number of specialized institutions, including training establishments for teachers of the upper grades in the elementary school (5-8), the middle school, and the secondary school. Programs vary in length from 3 to 6 years.

TEACHER EDUCATION

Teacher education is carried on at three levels. Teachers for the first four grades of the elementary school are trained in institutes for teacher training. These offer a 4-year course based on completion of the elementary school. Teachers for the intermediate level are trained in pedagogical institutes in a 3-year course. Secondary school teachers are trained in the School of Education at Potsdam; in the Pedagogical Faculty of the Humboldt University of Berlin, and in the arts and sciences faculties of the universities.

Educational Objectives

THE CONSTITUTION

Articles 34-40 of the Soviet Zone Constitution deal with education. To facilitate comparisons with actual developments that will be described in this report, the entire section is herewith quoted:

IV. Education

Article 34

Art, science, and their teaching, are free.

The state participates in their cultivation and grants them protection, especially against their abuse for purposes which are contrary to the provisions or the spirit of the Constitution.

Article 35

Every citizen has an equal right to education and to a free choice of his vocation.

Education of youth and adult education of the citizenry in intellectual or technical disciplines are provided by public institutions in all fields of national and social life.

Article 36

The Laender [States] are responsible for the establishment of a public school system and for the practical operation of school instruction. To this effect the Republic shall issue uniform legislative provisions of a basic

character. The Republic may itself establish public educational institutions.

The Republic shall issue uniform provisions for the training of teachers. Such training shall take place in the universities or institutions of equal status.

Article 37

The school educates the youth in the spirit of the Constitution to be independently thinking and responsibly acting individuals who will be able and willing to take their place in the life of the community at large.

As conveyor of culture, the school has the task of educating the youth to be truly humane in the spirit of peaceful and amicable cooperation in the life of nations and genuine democracy.

The parents shall participate in the school education of their children by councils of parents.

Article 38

Attendance at school is compulsory for all until completion of the eighteenth year of life. After completion of a primary school course compulsory for all children, training is pursued in a vocational or technical school, in high school or in other public educational institutions. All juveniles under eighteen years of age must attend a vocational or training school unless they attend another (public) school. Private schools as substitutes for public schools (state or municipal) are inadmissible.

Vocational and technical schools afford general and vocational training.

High schools (Oberschule) pave the way for admission to a university. Such admission, however, does not require high school attendance; attendance at other public educational institutions, which shall be extended or created for that purpose, may take its place.

All citizens must be given the opportunity to prepare their admission to a university in special preparatory schools.

Members of all classes of the population shall be given an opportunity to acquire knowledge in colleges of the people without interruption of their occupational activities.

Article 39

Every child must be given the opportunity fully to develop its physical, mental and moral capacities. The school career of youth must on no account depend on the social or economic position of the parents. Indeed, children who are at a disadvantage because of social conditions are to be given special care. Attendance at vocational school, high school, and university must be open to gifted pupils from all classes of the population.

Tuition is free. Textbooks and instructional material used in compulsory schools are furnished without cost: in case of need, attendance at vocational school, high school, and university will be promoted through scholarships and other measures.

Article 40

Religious instruction is a concern of the religious associations. The exercise of this right is guaranteed.²

² *Soviet Zone Constitution and Electoral Law*. English Translation: Office of the U.S. High Commissioner for Germany. Washington: U.S. Government Printing Office, 1951, P. 16-18.

RESOLUTION OF 1952

A large number of early pronouncements and directives are summarized in the following resolution of July 29, 1952, issued by the Politburo of the Central Committee of the Socialist Unity Party (SED):

In accordance with the historical decision of the Second Party Conference concerning the systematic development of socialism in the German Democratic Republic, the German democratic schools are faced with the task of developing youth into well-rounded personalities, who are able and ready to build up socialism and to defend the accomplishment of the workers at all costs.

The German democratic school has the assignment to educate patriots, who in loyal devotion to their homeland, to the people, to the working classes and to the Government, will, in the struggle against the imperialistic occupation power and the Adenauer clique, achieve the unity of freedom-loving, independent, democratic Germany; will maintain eternal friendship with the Soviet Union, the peoples' democracies, and with all people who fight for freedom and progress; will consider creative work a matter of honor and distinction; will increase and protect socialistic property; will contribute with all their powers to the defense of the peoples' democratic foundations of the Government; and are filled with love for and confidence in our peoples' army. . . .

. . . The school must educate the young builders of socialism to healthy, happy and hardened persons who are capable and willing to perform great tasks in production and in the defense of their homeland. . . .

. . . All teachers of the German Democratic Republic must recognize the magnitude of their task and must have a conscious, fighting attitude for the development of socialism and for the protection of our achievements. Ideological uncertainties and inimical viewpoints can no longer be tolerated in the schools of the German Democratic Republic. . . .¹

THE FIFTH PEDAGOGIC CONFERENCE

A major event in the Soviet Zone was the Fifth Pedagogic Conference held in Leipzig May 14-18, 1956. Four conferences had been held in the period 1946-49 to discuss school problems. After a lapse of about 7 years the fifth and largest conference was scheduled after many months of detailed planning to review

¹ "Beschluss des Politburos des ZK der SED Zur Erhoehung des wissenschaftlichen Niveaus des Unterrichts an den allgemeinbildenden Schulen, vom 29. Juli 1952." (Resolution of the Politburo of the Central Committee of the SED for the improvement in the scientific level of instruction in the schools for General Education. As quoted in Engelbert, M., *Bericht ueber Entwicklung und Stand des Schulwesens in Mitteldeutschland* 1. April 1957. Anlage 2. Berlin-Schoeneberg: Hauptstelle fuer Erziehungs- und Schulwesen, 1957. Typewritten. 7 p.

Note: This quotation as well as all subsequent ones, unless otherwise noted, are translated from the German documents by the writer. Throughout this bulletin, terms such as *socialism*, *democratic*, and *patriotism*, which appear in quotations, have the connotations typical of the Soviet Union and other Communist countries, which are sharply at variance with the understanding of these terms in non-Communist countries.

past accomplishments and to discuss the objectives of the future.

The slogan for the conference was, "Make the German democratic school in every respect an example of the schools for the future united, freedom-loving, and democratic Germany."

Dr. Fritz Lange, Minister of Education in the Soviet Zone, outlined the objectives of the next stage in the development of the educational program:

The next stage in the development of our schools embraces the construction of socialism according to the program of the second 5-year plans. . . .

Patriotic training, that is, the training of responsible citizens for our republic, which is a workers'-and-peasants' power, must be in the foreground in the general improvement of training. . . .

The universal development of polytechnic education is the main link in the chain for raising the level of educational work in our schools and a major objective which our society, in view of the rapid development of socialistic production and technology, assigns to the schools."

Patriotic education is training for socialism, the development of convinced citizens of the Workers'-and-Peasants' State. According to Minister Lange, this can be accomplished only by teachers who are themselves "glowing patriots."

He defined the role of patriotic education as follows:

Education for patriotism, for unlimited devotion and unshakeable fidelity to our Republic, to the cause of socialism, to the working classes and their party must be the central task of all education. We are training in our schools that generation which one day will utilize its experience and knowledge, obtained through the developments in our Republic, in the service of all of Germany. Such youth must also be filled with hate for the enemies of our peaceful, constructive work. It must be trained in such a way that it will rise against everyone who desires to rob us of our great political and social achievements and to threaten our peaceful future."

(Polytechnic education will be discussed in detail in chapter II.)

THE SCHOOL CONFERENCE OF THE SED

In preparation for the Fifth Party Conference of the SED in July 1958, the party called a school conference, reportedly attended by 900 persons, in Berlin on April 24-25. Fritz Lange

¹ *Aufgaben Und Probleme der Deutschen Paedagogik. Aus den Verhandlungen des V. Paedagogischen Kongresses. (Tasks and Problems of German Pedagogy. From the proceedings of the Fifth Pedagogical Conference.)* Berlin: Volk und Wissen Verlag, 1954.

² Lange, Fritz "Die Aufgaben und Probleme der deutschen Paedagogik." *Aufgaben und Probleme der deutschen Paedagogie*, P. 57.

³ *Ibid.*, P. 59.

⁴ *Ibid.*, P. 65.

⁵ *Ibid.*, P. 65. See also: Mochus, Gerhard, *Erziehung zum Hass. (Education for Hate.)* Berlin: Mornus Verlag, 1954, P. 110.

again delivered the key address, repeating a great deal that had been said in Leipzig in 1956. The following is the main theme of his presentation:

1. The socialistic school distinguishes itself fundamentally in aims, in educational content, in organization, and in methods from the bourgeois schools. There can be no confusion here. . . . The socialistic school is characterized by its aim, to educate a generation that will complete the building of socialism. The foundation of all training and education in the socialist school is Marxism-Leninism.
2. The socialist school is characterized by the close relationships of instruction and training to socialistic life, to socialist development, and to the struggle of the working classes for the new in all aspects of our society. . . . Doctrine, instruction, and the school from the first grade on in all subjects must be brought into close contact with the struggle for socialism. . . .
3. The socialist school has as its aim the well-rounded, developed person with high culture and education, with a socialistic world view and a socialistic morality. . . .

* Lange, Fritz. "Erzieht aktive Erbauer des Sozialismus." (Train Active Builders of Socialism.) *Deutsche Lehrerzeitung*. Beilage zur Nr. 18/1958, 8. Mai, 1958, P. 11-12.

CHAPTER III

General Education

Legal Foundations

ORDER NUMBER 40

THE REORGANIZATION of education in the Soviet Zone is based on Order Number 40, issued by the Soviet Occupation authorities on August 25, 1945, over the signature of Marshal Zhukov, Commander-in-Chief of Soviet Forces in Germany and Military Governor of the Soviet Zone.¹

In some respects the order is similar to those issued by the Military Governors of the three other Zones. It ordered the elimination of nazism, militarism, and racial discrimination from the schools, provided for the reopening of schools on October 1, 1945, the preparation of a new curriculum and new textbooks, both to be approved by the occupation authorities, and the screening of all teachers. The major difference was the abolition of all private schools, a step that was not taken in any of the other Zones.

LAW FOR THE DEMOCRATIZATION OF THE GERMAN SCHOOLS

Order No. 40 was implemented by the Law for the Democratization of German Schools, issued with identical texts by the five States of the Soviet Zone as follows:

Sachsen-Anhalt	May 22, 1946
Mecklenburg	May 23, 1946
Saxony	May 31, 1946
Brandenburg	May 31, 1946
Thuringia	June 6, 1946

This law established the structure of education in the Soviet Zone and still forms the basis for the current school system.

¹ "Befehl Nr. 40. Betrifft: Die Vorbereitung der Schule zum Schulbetrieb." (Order No. 40 Concerning the Preparation of the Schools for Instruction.) In Schneller, Wilhelm, *Die deutsche demokratische Schule*. Berlin: Volk und Wissen Verlag, 1955. P. 16-18.

Paragraph one expresses the equal rights of all children, regardless of property, religion, or origin to education in accordance with their inclinations and abilities. Paragraph two defines education as the responsibility of the State, thereby forbidding the establishment of private schools. The structure of the school system (as outlined in the preceding chapter of this bulletin) is defined in paragraph three.²

The structure of education in the Soviet Zone is a radical departure from school organization in the Federal Republic of Germany. A major characteristic of education in Germany has been the early selection of students for the secondary schools, usually at age 10, in some cases at age 12. The elementary and the secondary school, therefore, paralleled each other for several years since the majority of the pupils remained in the elementary school to age 14 or 15, while the minority transferred to the secondary school at an earlier age. The elementary school led to the vocational school and the practical trades, the secondary school to the university and the higher professions. A student who was not selected at the usual age had little opportunity to enter the secondary school at a later date. Since university entrance in the past has been extremely difficult for students who did not follow the normal channel through the secondary school, a child's future opportunities for higher education were determined for all practical purposes at the early age of 10 to 12 years.

Many proposals for modifying the above system have been advocated in Germany since 1848, and a number of concrete steps have been taken. For example, the introduction in the Weimar Republic of some 6-year secondary schools based on 7 years of elementary education postponed the age at which the selection for the secondary had to be made. Some provisions for earning a secondary school diploma in evening classes and through special examinations were introduced in a number of cities. A "second way" to higher education was established by permitting students to enter the institutes of technology upon completion of the vocational school followed by six semesters of full-time education in advanced technical schools. But the vast majority of students in the Federal Republic as well as in other Western European countries continue to prepare themselves for university study by completing the highly selective, university-preparatory secondary school.

² "Gesetz zur demokratisierung der deutschen Schule." (Law for the Democratization of German Schools.) As quoted in Engelbert, M., *Entwicklung und Stand der Lehrerbildung in Mitteldeutschland-Stand 1. Oktober 1956*. Berlin-Schoeneberg: Hauptstelle fuer Erziehungs- und Schulwesen, 1956. Mimeo. P. 25-26.

The Soviet Zone abolished the parallel years of elementary and secondary education by placing all secondary education after a common 8-year elementary school. The schools for general education constitute an 8-4 (elementary-secondary) or an 8-2-2 (elementary-middle-secondary) system. Students who enter the vocational school after the eighth grade are not particularly handicapped in reaching the university since a variety of channels remain open to them. In fact, East Zone authorities pride themselves upon the fact that more and more children enter higher education through this "second way" rather than through the secondary school. Two facts, however, must be noted here. Students who reach higher education through the technical school channel are admitted only to programs in their fields. The channel, therefore, is similar to the vocational school-technical school-institute of technology "second way" of the Federal Republic. Secondly, higher education in the Soviet Zone, similar to that of the Soviet Union, places emphasis on narrowly specialized institutions rather than on general universities requiring a broad background for admission. The "second way" in the Soviet Zone, therefore, is indicative of an increasing degree of specialization reaching down into the secondary school-age level.

United States Military Government authorities in Germany had repeatedly urged the development of a "single-track" system. Control Council Directive No. 54, proposed by the United States and adopted by the four powers on June 25, 1947, states in paragraph 4: "Schools for the compulsory periods should form a comprehensive educational system. The terms 'elementary education' and 'secondary education' should mean two consecutive levels of instruction, not two types or qualities of instruction which overlap."³ At the time the directive was adopted, this principle had already been in operation in the Soviet Zone for a year.

The law for the democratization of German schools also emphasized the necessity for improving of educational facilities in rural areas, to be accomplished by the construction of large central schools, each serving a number of villages. Special instructions for the implementation of this point were issued on June 21, 1946.⁴

³ "Control Council Directive No. 54: Basic Principles for the Democratization of Education in Germany." *Education and Cultural Relations. Report of the Military Governor No. 24, May 1947-April 1948.* Berlin: Office of Military Government for Germany (U.S.), April 1948. P. 12-13.

⁴ "Richtlinien zur Durchführung der Schulreform auf dem Lande." (Guidelines for Carrying out School Reform in Rural Areas.) As quoted in Engelbert, M., *Bericht ueber Entwicklung und Stand des Schulwesens in Mittelddeutschland . . .* P. 8.

The principles expressed in the law were largely incorporated into chapter IV of the Constitution, adopted on October 7, 1949.

OTHER MAJOR LAWS AND ORDERS

Of the dozens of laws, decrees, orders, instructions, resolutions, and plans that have been issued in the past 10 years, the following are mentioned as examples:

Law Concerning the Participation of Youth in the Development of the German Democratic Republic and the Advancement of Youth in School and Vocation, in Sport and Recreation of February 2, 1950.—This law introduced a detailed procedure for recording the achievements of pupils in school and introduced a comprehensive final examination to determine promotion at the end of the elementary school, a procedure that had never previously been used in German education. A system of certificates, diplomas, and medals was introduced to reward pupil achievement.⁵

Law Concerning the Five-Year Plan for the Development of the Economy of the German Democratic Republic (1951–55) of November 1, 1951.—According to this law, funds for education were to be increased 48 percent in the period from 1950 to 1955. The number of general and vocational schools was to be sharply increased. Reconstruction and expansion of schools, universities, and theaters was to be accomplished in the 5-year period.⁶

Resolution of the Politburo of the Central Committee of the SED of July 29, 1952.—The objectives of education as outlined in the above resolution have already been cited in chapter II, page —. In addition, the resolution discussed in detail the improvement of instruction in Russian, German, history, science, art, and physical education. It also introduced steps for achieving uniformity in educational method. This was to be accomplished by close cooperation among teachers of specific subjects, establishment of pedagogical councils in each school, the introduction of methodological cabinets in large schools, the introduction of a pedagogical council in each county, and the development of inservice training centers in the larger districts.

Decree for the Improvement of the Work of the General Schools of March 3, 1954.—This comprehensive document was

⁵ "Gesetz ueber die Teilnahme der Jugend am Aufbau der Deutschen Demokratischen Republik und die Foerderung der Jugend in Schule und Beruf, bei Sport und Erholung, vom 8. Februar, 1950." *Gesetzblatt (Legal Gazette)*, 1950, P. 95–99.

⁶ "Gesetz ueber den Fuenfjahresplan zur Entwicklung der Volkswirtschaft der Deutschen Demokratischen Republik 1951/55, vom 1. November 1951." *Gesetzblatt*, 1951, P. 973–990.

designed to provide guidelines for the development of all aspects of education. The seven major sections dealt with improvement of instruction in the schools; improvement of teacher training; improvement of material means for the support of the schools and the teachers; improvement of out-of-school instruction; improvement in educational research; improvement in the work of administrative agencies; miscellaneous provisions. Nine additional directives for carrying out the provisions of this decree were issued from April 1954 to July 1956. Special emphasis was placed on the development of a yearly instructional plan, to be carried out in every detail; the maximum utilization of every period of instruction; concerted action to improve content and instruction in every subject; and special efforts to assist the failing student.¹

Plan of the Council of Ministers of the German Democratic Republic For the Promotion of Youth in 1955 of February 3, 1955.—This plan again emphasized the need for the "improvement" of education. It also established goals for the development of youth centers, vacation camps, school gardens, the extension of health services, and the general development of technical and higher education. Similar plans were issued in subsequent years.²

Preschool Education

Preschool education in the Soviet Zone is the responsibility of the Ministry of Public Education, which maintains a special department for this purpose. The legal foundation for this level of education is the "Decree for the Establishment of Preschool Training and of Homes of September 18, 1952."³

The decree lists three types of institutions:

1. Kindergartens for children aged 3-6 years.
2. "Week-homes" (Wochenheime) for children aged 3-12.
3. Homes (Horte) for children aged 6-12.

These institutions may be established either by the Government, or by publicly-owned industries, or by industries placed

¹ "Verordnung zur Verbesserung der Arbeit der allgemeinbildenden Schulen vom 4. März 1954." *Gesetzblatt*, 1954, P. 249.

² "Plan des Ministerrates der Deutschen Demokratischen Republik zur Förderung der Jugend im Jahre 1955, vom 3. Februar 1955." *Gesetzblatt I*, 1955, P. 117-121.

³ "Verordnung ueber die Einrichtungen der vorschulischen Erziehung und der Horte vom 3. September 1952." *Gesetzblatt*, 1952, P. 898-899.

on an equal basis with publicly-owned ones.¹⁰ The operation of kindergartens by private individuals is forbidden.

The distinction between "Wochenheime" and "Horte" may not be clear. The former are essentially residential schools. The latter are "homes" usually attached to nonresidential schools, where children stay during nonschool hours, do their homework, and carry on other activities. They provide a place where parents can bring their children before work and call for them after work.

The Ministry of Public Education performs the following kindergarten functions:

1. Develops the program of instruction in accordance with the principles expressed in the constitution.
2. Introduces and supervises the instructional program.
3. Selects, assigns, supervises, and releases kindergartent teachers and assistants. It is also responsible for the preservice and inservice training of this personnel.
4. Issues permits for the opening or closing of all institutions.

Salaries of teachers and assistants are paid by the counties. The cost of physical facilities and operations, including nonprofessional personnel, is borne by the community or by industry as the case may be.¹¹

The official administrators' guide on school law and administration discusses the following types:

1. *The normal form of kindergarten.*—This is a day institution primarily for children of working mothers but also open to others. The length of daily attendance is determined by the working hours of the parents.
2. *Residential kindergartens, or "week-homes" in pure form.*—These accept children on a full-time basis at the request of their parents. Admission is restricted to children of working mothers. Institutions of this type are especially suitable for establishment by industries since it brings the placement of the child into close association with the place of work of the parents.
3. *Kindergarten with attached home.*—A combination of the first two, this provides for day attendance, full-time attendance, or short-term, full-time attendance, such as a single overnight stay.
4. *Special kindergartens for physically and mentally handicapped.*

¹⁰ Many major industries in the zone have been nationalized under the economic program of the Socialist State. Some others have been permitted to continue as private enterprises, but for certain purposes, have rights or obligations similar to the nationalized, or "publicly-owned," institutions. Other private enterprises, considered unimportant to the socialist state, do not have these rights, for example, to train apprentices, or, in reference to the above discussions, to establish kindergartens. *Author's note.*

¹¹ Engelbert, M., *Bericht ueber Entwicklung und Stand des Schulwesens in Mitteldeutschland, Stand 1. April 1957.* (Report on the Development and Status of the Educational System in Middle Germany, Status as of April 1, 1957.) Berlin-Schoeneberg: Hauptstelle fuer Erziehungs- und Schulwesen, 1957. Typewritten. P. 26-27.



"Building Socialism" begins with infants.

5. *Harvest kindergartens, designed to assist rural women during the heaviest work season.—They usually operate about 6 months per year.*²²

Emphasis is placed on the fact that kindergartens are not simply places that look after children while their parents are working, but are an integral part of the total school system. The objectives of education, as outlined in preceding sections of this report, must, therefore, have their beginnings in the kindergarten. Teachers are required to prepare specific lesson plans for daily, weekly, and monthly periods.

²² *Schulrecht und Schulverwaltung in der Deutschen Demokratischen Republik.* (School Law and School Administration in the German Democratic Republic.) Herausgegeben in Auftrage des Ministeriums fuer Volksbildung. Berlin: Volk und Wissen Verlag, 1966, P. 106-107.

No special regulations have been issued regarding polytechnic education at the preschool level. However, some discussion of the problem has appeared in educational literature. For example, Ruth Schwalm presented an article entitled "Concerning Some Elements of Polytechnic Education in the Kindergarten" in the magazine for kindergarten education. She emphasized the following: Becoming familiar with natural processes; the selection of proper picture books and materials; the value of play in polytechnic education; and the beginnings of productive work in the kindergarten. Even children of this age can learn something about the various branches of production. In observing and explaining natural processes, mystical interpretations should be avoided and scientific explanations, adjusted to the understandings of small children, should be used. Picture books should show the activities of farmers and workers, also buildings and road nets, especially new socialistic buildings. Play should lead to the use of simple tools and materials. Special emphasis should be placed on games that include construction. The children should not only become familiar with the work of adults, but begin to do some productive work.¹²

Upon completion of the kindergarten, children are promoted to the elementary school. Usually special festivals which include the parents and the teachers are held. To develop coordination between the kindergarten and the elementary school, teachers of the former are urged to observe in the latter and vice versa.

Soviet educational philosophy and Soviet culture play a role already in the kindergarten. Reading lists for the training program for kindergarten teachers are heavily weighted with Soviet materials.

The Elementary School

The 8-year elementary school, the basic unit in the schools for general education, is compulsory for all children except for the limited number who attend special schools for the physically or mentally handicapped.

The schools are coeducational. Instruction is based on the principle of class goals; that is, all the children in a given grade are expected to receive approximately the same instruction and reach

¹² Schwalm, Ruth. "Ueber einige Elemente der polytechnischen Bildung in Kindergarten." (Regarding Some Elements of Polytechnic Education.) As reported in Engelbert, M., *Die Polytechnische Erziehung und Bildung in Mitteldeutschland*. P. 26-27.

approximately the same level of achievement. The first 4 years are called the primary or lower level; the next 4, the intermediate level. At the lower level, instruction is carried on in all subjects by the classroom teacher for the particular grade. At the intermediate level, however, instruction is carried on by subject-matter specialists, each one teaching his subject or combination of subjects in grades 5 through 8.

THE CURRICULUM

Table 1 shows the weekly program of studies in terms of class hours of 45 minutes each. The school week consists of 5½ days, the school year of approximately 40 weeks.

The distribution of hours shown for the first grade are suggestive only. Instruction in this grade is to be carried on as flexibly as possible with little subdivision into individual subjects.

Table 1.—Program of studies for the elementary and middle schools for the school year 1958-59.¹

Subject	Grade									
	1	2	3	4	5	6	7	8	9	10
German.....	8	12	14	12	8	6	6	5	4	4
Community study.....				4						
History.....					1	2	2	2	2	² 3
Citizenship.....								1	1	² 3
Russian.....					4	4	4	4	3	3
Mathematics.....	5	5	6	6	6	5	5	5	5	5
Physics.....						2	2	2	3	3
Chemistry.....							2	2	2	3
Biology.....					2	2	2	2	2	2
Geography.....					2	2	2	2	2	2
Drawing and cultural history.....	1	1	1	1	1	1	1	1	1	1
Singing and music.....	1	1	1	1	1	1	1	1	1	1
Gymnastics.....	3	3	3	3	3	3	3	3	3	3
TOTALS.....	18	22	25	27	28	28	30	30	29	30
Electives:										
Second foreign language.....							3	3	3	2
Stenography.....									1	1
Annual hours in:										
Manual arts and socially useful work.....	35	35	70	70	120	130	200	200		
Introduction to socialistic production and productive work.....									250	250

¹ "Anweisungen zur Durchführung des Schuljahres 1957/58 vom 18. Juni 1957." (Instructions for Carrying Out the School Year 1957-58.) As quoted in *Das Schulwesen in der Sowjetzone*, vierte Auflage. Bonn: Bundesministerium fuer gesamtdeutsche Fragen, 1958, P. 28.

² First semester only.

³ Second semester only.

Community study was introduced into the curriculum in 1955-56. Very detailed directions for this, as well as for all other subjects, have been issued by the Ministry of Public Education. In months when the weather is good, much of the time for this subject is to be spent in excursions, first in the vicinity of the school, then to the county seat, and finally to neighboring counties. Class periods are to be used both before and after excursions to exploit the experiences of these trips as completely as possible. The courses are intended to develop a better understanding of the geography, history, and natural phenomena of a limited area and are to make a major contribution to "patriotic education." Instructions issued by the Ministry for the school year 1957-58 emphasize that the community consists not only of nature, landscape, etc., but of the results of the work of the people. The "socialistic community" is characterized primarily by the sites where "public production" is taking place.¹⁴

Citizenship education was introduced as a compulsory subject in grade 8 of the elementary school and grades 9 and 10 of the secondary school in 1958-59. A syllabus was issued to all schools at the beginning of the school year, but was withdrawn early in September "because it contains mistakes." Substitute instructions were published in the teachers' newspaper. The first topic for the grade 8 is, "Dialectic and historical materialism—the world-view of the working classes (12 hours)."¹⁵

The Russian language is a compulsory subject for all children beginning with the fifth grade and continuing through the third year of the university. The administrators' guide makes the following statement: "In our school system Russian is taught as the first foreign language because, in politics, economics, technology, and culture, the Soviet Union is the primary example of a socialist State, and also holds the leading position in the world peace camp. For these two reasons, instruction in Russian shall deepen the friendship between the German people and the peoples of the Soviet Union."¹⁶

Science and mathematics occupy a very important place in the curriculum in the upper four grades, reaching a total of 13 hours per week in grade 8.

Elective foreign language was introduced in 1958-59 for grades 7 and 8 and will be extended to higher grades as students now in grades 7 and 8 advance in their school program. The district

¹⁴ "Anweisungen zur Durchführung des Schuljahres 1957/58 vom 18. Juni 1957." (Instructions for carrying Out the School Year 1957-58.)

¹⁵ *Deutsche Lehrerschaft*, 5 (September 12, 1958), 2.

¹⁶ *Schulrecht und Schulleitung in der Deutschen Demokratischen Republik*. P. 108.

council determines what language will be offered in the individual schools.

Polytechnic education is to be supported by the entire curriculum. However, it finds its specific expression in the courses listed by annual hours in the lower section of table 1. Manual arts was introduced on an experimental basis in some elementary and middle schools in 1955-56 and in all classes of these schools in 1956-57. With it has been combined "socially useful work." This combination continues throughout the sixth grade. In grades 3 through 6, 20 hours of the number shown consist of needlework. In grades 7 through 8, the socially useful work becomes "the day in industry." The latter will be discussed in detail in a special section on polytechnic education beginning on page 35.

One small elementary school reports productive work in the lower grades as follows:

The first grade collects fall flowers from the garden; the second grade digs potatoes in the school garden; third and fourth grades visit the local collective farm and pick up potatoes for 2 hours. Instruction in reading and arithmetic is related to this work. For example, the reading selection for grade 4 is entitled "The Potato Harvest on the Collective Farm." Arithmetic problems for grades 2 through 4 deal with the potato harvest in the school garden and collective farm."

A survey of the entire curriculum reveals one important fact: many of the studies that had been a part of the curriculum of the secondary school in the former selective, parallel-tracked school system—foreign language, sciences—now appear in the upper grades of the elementary school. A comparison with the program in the upper grades of the elementary school in the Federal Republic, shown in table 2, clarify this point.

It is apparent that the Soviet Zone elementary school is attempting to teach a highly academic curriculum to all children, as illustrated in table 1. This undoubtedly accounts for the many statements emphasizing the need for improvement in the achievement level of the schools that have appeared in the educational literature of the Zone and in many public speeches during the past 10 years.

The control of instruction and the system of examinations are similar for all three levels of the general schools—elementary, middle, and secondary. These will be discussed in a subsequent section of this chapter following the presentation on the secondary schools.

All totalitarian societies attempt to control as much of a child's

"Stief, Heins. "Produktive Arbeit in der Unterstufe." (Productive Work in the Lower Grades.) *Deutsche Lehrerzeitung*, 5 (3. Oktober 1958), 2.

Table 2.—Program of studies for the upper elementary school of the Federal Republic of Germany.¹

Subject	Grades			
	5	6	7	8
Religion.....	3	3	3	3
German and community study.....	5	5	4	4
Mathematics.....	4	4	4	4
Art.....	2	2	2	2
Manual arts (boys).....	2	2	2	2
Needlework (girls).....	1	1	1	1
Music.....	2	2	2	2
Physical education.....	3	3	3	3
Geography.....	2	2	2	2
Social studies.....	1	1	1	1
History.....	1	1	2	2
General science.....	3	3	4	4
Homemaking (girls).....	1	1	1	1
Foreign language (elective).....	(4)	(4)	(4 or 3)	(4 or 3)
Total.....	32	32	32	32

¹ Adapted from Hilker, F. *Die Schulen in Deutschland*. (The Schools of Germany.) Bad Nauheim. Im Christian-Verlag, 1957, P. 38.

time as possible, out of school as well as in school. This general characteristic is expressed in the Soviet Zone through the "school clubs" and their subordinate organizations. Since these clubs are closely related to the work of the official youth organizations, they will be discussed in chapter VII together with all other out-of-school agencies that are related to the educational program.

CENTRAL RURAL SCHOOLS

A major objective in the Soviet Zone has been the elimination of the one-room school. This goal has been largely accomplished. In 1945, one-room schools constituted about 40 percent of all elementary schools, 4,114 out of a total of 10,242. By 1955, the number was reduced to 50.¹² During the same period, 1,500 central schools were established. An effort is made to locate these schools near machine-tractor stations or collective farms, where they will serve as political as well as educational centers.

The majority of the graduates of the elementary school enter the vocational schools. They are also eligible for admission to the middle schools, the secondary schools, full-time technical schools,

¹² *Das Schulwesen in der Sowjetzone*. (The School System of the Soviet Zone.) Vierte Auflage. Bonn: Bundesministerium fuer gesamtdeutsche Fragen, Mai 1952. P. 6.

and teacher training institutions for the lower grades. These will be discussed in subsequent chapters.

YOUTH CONSECRATION FESTIVALS

On November 24, 1954, the Central Committee for Youth Consecration in the German Democratic Republic issued a proclamation urging German youth to participate in "youth consecration" festivals, the first of which was to coincide with the closing of the school year in 1955. The following are extracts from the proclamation:

Every year many young people, upon completion of their school program, begin a new period in their lives. It is their wish, and the wish of their parents, to celebrate this pleasant step into life with a festival. In accordance with this wish, annual consecration festivals, such as are held in all of Germany, will be carried out in the German Democratic Republic. All young people, regardless of their world-view, should be able to participate in them. . . .

The consecration festival will be prepared through youth hours in which questions of life, of nature, and of society will be discussed. . . ."

Consecration festivals have existed in Germany for many years. Sponsored originally by free-thinker groups, they were intended to provide an experience for children of these groups similar to the confirmation ceremony of the Christian churches. The consecration festivals announced in the quotation above, which are to include the children who complete the eighth grade in a given year, differ fundamentally, however, from these ceremonies. The announcement specifies that "*all young people, regardless of their world-view*" shall participate. Both the Evangelical and the Catholic Churches filed immediate protests and have maintained their opposition to the present day, since the festivals are considered a direct attack on the foundations of Christianity.

The program for the preparatory Youth Conferences for 1959 were published by the Central Committee in August 1958. The introduction reads as follows:

The youth conferences preparatory to the consecration festivals serve the socialist training of our youth. With their own variegated forms and methods they complete the socialistic educational work of the schools and of the Pioneer Organization "Ernst Thaelmann."

The youth conferences contribute above all to the development of the world-view of the boys and girls and to the development of socialistic morality. They help to prepare youth to meet the many challenges of life in the

"Jeremias, U. *Die Jugendweihe in der Sowjetzone*. (The Youth Consecration Festival in the Soviet Zone.) 2. Auflage. Bonn: Bundesministerium fuer Gesamtdeutsche Fragen, 1953. P. 42.

socialistic society of tomorrow, to love labor and to remain true to the workers'-and-peasants' power.

The consecration festival and the vow of the young people, an open, unequivocal affirmation of faith in the Workers'-and-Peasants' State and in socialism, are the high-point and the termination of the youth conferences. . . ."

The conferences consist of 10 major topics, subdivided to provide for 24 meetings. A few selections from the topics will serve to illustrate the contents:

. . . The greatest sons of our people, Karl Marx and Friedrich Engels, founded the doctrine of scientific socialism and Lenin developed it further.

. . . Soviet Man—conqueror of space—the best friend of the German people. . . .

. . . The German Democratic Republic is the example for the future united, peace-loving and democratic Germany. . . .

. . . We shall create a socialistic culture. . . ."

The vow which is given by all participants reads as follows:

Dear young friends!

If you are willing, as loyal sons and daughter of our Workers'-and-Peasants' State, to work and to fight for a happy life for the entire German people, so answer me, "Yes, we avow it!"

If you are prepared to exert all your powers, together with us, for the great and noble cause of socialism, so answer me, "Yes, we avow it!"

If you are prepared to support the friendship of nations and to secure and defend peace together with the Soviet people and all peace-loving peoples of the world, so answer me, "Yes, we avow it! . . ."

The Middle School

The middle school has been an integral part of the German school system for many years. Usually including grades 4 to 10, it provided a more advanced program than the elementary school but less specialized than the secondary school, and led to the "middle maturity." This was the gateway to many of the intermediate professions.

The school laws of 1946 of the Soviet Zone did not anticipate the establishment of middle schools. However, demands for a terminal school program beyond the level of the elementary school but short of the secondary school became persistent. The Third Party Congress of the SED (July 30, 1951) passed a resolu-

"*Programm der Jugendstunden.*" (Program for the Youth Hours.) *Deutsche Lehrerzeitung*, 6 (29. August 1950), P. 5-6.

"*IdM*, P. 5-6.

"*Informationen für freiwillige Erzieher*, 6 (Februar 1952), P. 16.

tion to introduce 10-year schools beginning September 1, 1951. On May 15, 1953, the "Decree on the Reorganization of the Schools for General Education" abolished all 10-year schools and combined them with the secondary school, which was to be reduced to 11 years.²² This step appeared to be the forerunner of an attempt to reduce the total general education program to 10 years in accordance with the typical school organization in the Soviet Union. The decree was cancelled in October of the same year.

On May 11, 1955, new Regulations were issued, ordering the establishment of 10-year schools, effective September 1, 1955.²³ In August, all 10-year schools were redesignated as middle schools.

The stated purpose of the middle schools was to develop "qualified personnel for industry and agriculture, transportation and commerce, the active peoples' army, and for the teaching profession."

To establish these schools, all incomplete secondary schools were to be transferred into middle schools effective September 1, 1955. In cities that had several secondary schools, some of them were to be transformed into middle schools. Eleven new middle schools were to be established by September 1, 1955, in villages having machine-tractor stations. The middle schools were to be attached to complete elementary or central schools. A single director was to be in charge. The middle school, therefore, was considered to be a complete, 10-year school, rather than a 9th and 10th grade attached to an elementary school.

Entrance requirements for the ninth grade of the middle school are the same as for the secondary school. By 1960, 40 percent of all graduates of the eighth grade are expected to enter the middle school. By 1965, it will be compulsory for all children.

The administrator's handbook describes four temporary types that will exist in the period of transition from the 8-year elementary school to the compulsory middle school:

1. *Secondary school with a middle school branch.*—The secondary school will retain its 4-year structure leading to the certificate of maturity. Within it, there will be a 9th and a 10th grade utilizing the curriculum of the middle school and leading to the "middle maturity," the standard certificate for completion of the 10-year program.
2. *Secondary schools in transition.*—In accordance with the regulations cited above, some complete secondary schools in cities where there are several will be transformed into middle schools.

²² *Das Schulwesen in der Sowjetzone.* Vierte Auflage. P. 4.

²³ "Anordnung ueber die Umwandlung von Oberschulen in Zehnklassenschulen, vom 11. Mai 1955." (Regulations for the Transformation of Secondary Schools into 10-year Schools.) *Gesetzblatt I*, 1955, P. 419.

3. *Middle schools in the process of formation.*—These are being developed from existing incomplete secondary schools.
4. *Elementary schools in transition.*—These are formed by adding a 9th and 10th year to the elementary school and developing an integrated, 10-year program. This type will make the major contribution toward the eventual compulsory middle school for all children.²⁶

The Fourth Conference of the Central Committee of the SED in January, 1959 contributed substantially to the clarification of the future status of the 10-year school. Both the keynote address²⁶ of Kurt Hager, Secretary of the Central Committee, and the statement of the Central Committee of the SED, "Concerning the Socialistic Development of the School System in the German Democratic Republic,"²⁷ discuss in detail the plans for this segment of the educational system.

The latter statement consists of 35 "theses" or principles. The eighth one discusses the 10-year school, which is now called the 10-year, general, polytechnic *secondary* school. Principle eight states:

The 10-year, general, polytechnic secondary schools is the foundation for a vocation and for all further education. Attendance at this school will open for all children many possibilities for further education and qualification.²⁸

The principle describes the various roads that a student can take after completion of the 10-year school: vocational training of at least 2 years, after which he takes a position in industry or agriculture; attendance at a 3-year vocational school with special classes leading to the certificate of maturity, qualifying him for university admission; attendance at an evening secondary school, either in industry or in the adult schools, leading to the certificate of maturity; attendance at special courses that will qualify him for the special maturity examination; attendance at a workers-and-peasants' faculty.

The 4-year secondary school (grades 9 through 12) will continue to exist. However, the 10-year secondary school followed by vocational training "is the chief way for the development of technical school and university cadre."²⁹

²⁶ *Schulrecht und Schulverwaltung in der Deutschen Demokratischen Republik*. P. 118-117.

²⁷ Hager, Kurt. "Die weitere Entwicklung der polytechnischen sozialistischen Schule in der DDR." (The Further Development of the Polytechnic, Socialist School in the German Democratic Republic.) *Deutsche Lehrerschaft*, 6 (30. Januar 1959), P. 1-3.

²⁸ "Ueber die sozialistische Entwicklung des Schulwesens in der Deutschen Demokratischen Republik. Thesen des Zentralkomitees der Sozialistischen Einheitspartei Deutschlands." (Concerning the Socialistic Development of the School System in the German Democratic Republic. Principles of the Central Committee of the SED.) *Deutsche Lehrerschaft*, Beilage zu Nr. 5/1959 (30. Januar 1959), P. 5-6.

²⁹ *Ibid.*, P. 5.

³⁰ *Ibid.*, P. 5.

It appears, therefore, that the school system is moving toward a 10-year system of general education, similar to that which has been in development in the Soviet Union in recent years,²⁰ to be followed by vocational education and special classes leading to the certificate of maturity. Since this road to higher education is defined as the major one, the 4-year secondary school (grades 9 through 12) will undoubtedly decline in both enrollment and influence.

REQUIREMENTS FOR ADMISSION

Requirements for the middle school and the secondary school are identical. They were defined in detail in "Guideline for the Admission of Students to the Middle and Secondary Schools," issued by the Ministry of Public Education on December 12, 1955. The major provisions follow:

The working class and the class of working peasants are the unshakeable bearers of our workers'-and-peasants' power, which serves the entire German people. Therefore, in the selection of future students for the middle and secondary schools, the children of workers and peasants are to be given preference. Furthermore, preference is to be given to children of those workers who hold offices in the workers'-and-peasants' power and of those citizens who play a positive role in the development and security of our republic.

It is the duty of the directors and teachers of the elementary school to assure that the recruiting and selection of students for the middle and secondary schools correspond to the social structure of the German Democratic Republic.

To aid in the selection, the following guidelines are provided:

I. Working Class

Members of the working class include:

1. Persons who have been active for at least 5 years as workers in industry and agriculture, commerce, the crafts, in transportation and in similar activities;
2. Persons who were workers and are now functionaries of the Party of the Working Classes and the democratic mass organizations, the armed forces, State Administration, or public or cooperative industries.

II. Working peasants

1. Persons who are members of an agricultural production cooperative.
2. Individual peasants who perform their work with family labor or, in

²⁰ *Education in the USSR*. U.S. Office of Education Bulletin 1957, No. 14. Washington: U.S. Government Printing Office, 1957, P. 30, 49.

peak seasons only, employ temporary help insofar as this help is not exploited, and whose farm does not exceed 20 hectares (1 hectare = 2.5 acres).

3. On the same level with working peasants are:
 - a. Independent, individual fishermen who do not employ more than two workers and in general do not fish an area larger than 75 hectares.
 - b. Gardeners who do not employ more than two workers or a maximum of five in peak seasons, and whose acreage does not exceed 5 hectares. . . ."

In addition to the two major groups designated above, the document lists a number of others, such as members of certain intellectual circles engaged in the service of the State, technical specialists, members of the armed forces, self-employed intellectuals who have a "positive attitude toward the German Democratic Republic," government employees, employees of the "mass organizations," members of production cooperatives, and especially those who have received special distinctions and honors.

New regulations for the admission of students to the middle and secondary schools were issued on January 12, 1957, accompanied by explanatory comments by Heinz Arnold, staff member of the Ministry of Public Education. The complete text reads as follows:

1. The department of education of the county councils will give to the elementary schools quotas for the admission of students [to Middle and secondary schools] in accordance with the economic plan.
2. a. Insofar as local requirements must be considered for attendance at middle schools, these will be determined by the departments of education of the county councils.
- b. Requirements for admission to the secondary school are as a rule: good achievement record, active social participation, and exemplary conduct.
3. The directors of middle and secondary schools will determine admission to continuing general schools in cooperation with the directors of the elementary schools and in consultation with the democratic public, especially the representatives of public bodies and the parents' councils.
4. The departments of education of the county councils holds a veto power.
5. The departments of education of the county councils will establish procedures and deadlines."

These regulations contain a number of basic changes. First, they establish admission quotas. Secondly, the county is made

"Richtlinien fuer die Aufnahme der Schüler in die Mittel- und Oberschulen vom 12. Dezember 1955." As quoted in Engelbert, M., *Bericht ueber Entwicklung und Stand des Schulwesens in Mitteldeutschland* . . . , Anlage 23. 3p.

"Neuregelung des Aufnahmeverfahrens fuer Mittel- und Oberschüler." (New Regulations for the Admission Procedure for Middle and Secondary School Students.) *Informationsdienst fuer freiwirtschaftliche Erzieher*, 5 (March 1957), P. 9-12.

the final authority for selection. Prior to these regulations, action by the county could be reviewed by the administrative district. Thirdly, the selection commission is not specifically designated, so that it can be varied from case to case. Earlier regulations designated the specific composition of the commission. Arnold's explanatory remarks contain the following statement:

Naturally it is not immaterial which students will receive the opportunity to achieve in the secondary school the foundations for a future middle or leading position in the political, economic, or cultural life of our Republic. The composition of the student body for these schools, therefore, cannot be separated from the social structure of our State. Until compulsory middle school education for all children is established, the above considerations also apply to attendance at middle schools. . . ."

Although point 5 of the regulations appears to give considerable freedom to local authorities, Arnold's explanation states: ". . . This does not apply to the secondary schools. Here it is necessary, as formerly, to establish requirements for the entire Republic. Nevertheless, the commissions at the secondary schools have enough leeway to consider unusual factors in reference to the applicants." " In addition, December 31 was suggested as the deadline for notifying parents and students of decisions of the commissions. Since the former deadline was March 10, the "explanations" place additional restrictions on the freedom of the councils.

THE CURRICULUM

The curriculum for the middle school is presented in table 1, page — together with that of elementary school. The subjects and hours per week are substantially the same as those listed for the eighth grade of the elementary school. An important change is the increased emphasis on citizenship education. In the 10th grade, the 3-hour history course is terminated at the end of the first semester and is replaced by 3 hours of citizenship education. "Introduction to Socialistic Production and Productive Work" receives increased emphasis, reaching a total of 250 hours per year. This program is the cornerstone of polytechnic education. Since it continues throughout the secondary school, it will be discussed in a separate section following the description of the secondary school.

At the present time, the German Pedagogical Central Institute is engaged in the development of a completely new, unified cur-

" Ibid., P. 11.

" Ibid., P. 12.

riculum for the 10-year "secondary" school which is to be introduced in September 1959.

The achievement of the goal of compulsory, universal middle education will have a marked effect on vocational education, which at the present time is based predominantly on completion of the elementary school. Preliminary discussions of this problem indicate a shortening of the usual apprenticeship and accompanying vocational education from 3 to 2 years, leading to a vocation, or a 3-year vocational school with special classes that will qualify the graduate either for a vocation or for university entrance.

The examination system for the middle schools will be discussed in a subsequent section of this chapter.

The Secondary School

The secondary school, comprising grades 9 through 12, completes the system of general education in the Soviet Zone. In all of Europe, the secondary school has been the normal channel to university study. The great expansion of the "second way" via combinations of vocational and technical schools or workers-and-peasants' faculties in the Soviet Zone has already reduced the importance of the university-preparatory role of the secondary school. Nevertheless, it still remains the most important preparatory school for the general universities and the usual channel to professions such as medicine and law, as well as secondary school teaching and university teaching.

THE CURRICULUM

The secondary schools consist of three types, corresponding roughly to the three types that have been common in Germany for many years:

- A. Modern language type
- B. Mathematics-science type
- C. Classical language type

Table 3 shows the program of studies for the school year 1958-59.

In all schools that have a choir, 2 hours per week are scheduled for this activity. The play and sport afternoon is compulsory for all students who are not members of an out-of-school or industry sport association.

The Ministry of Public Education determines what types of programs (A, B, or C) will be established in the various schools. Grouping within classes is not permitted. That is, all children are expected to reach a common class goal.

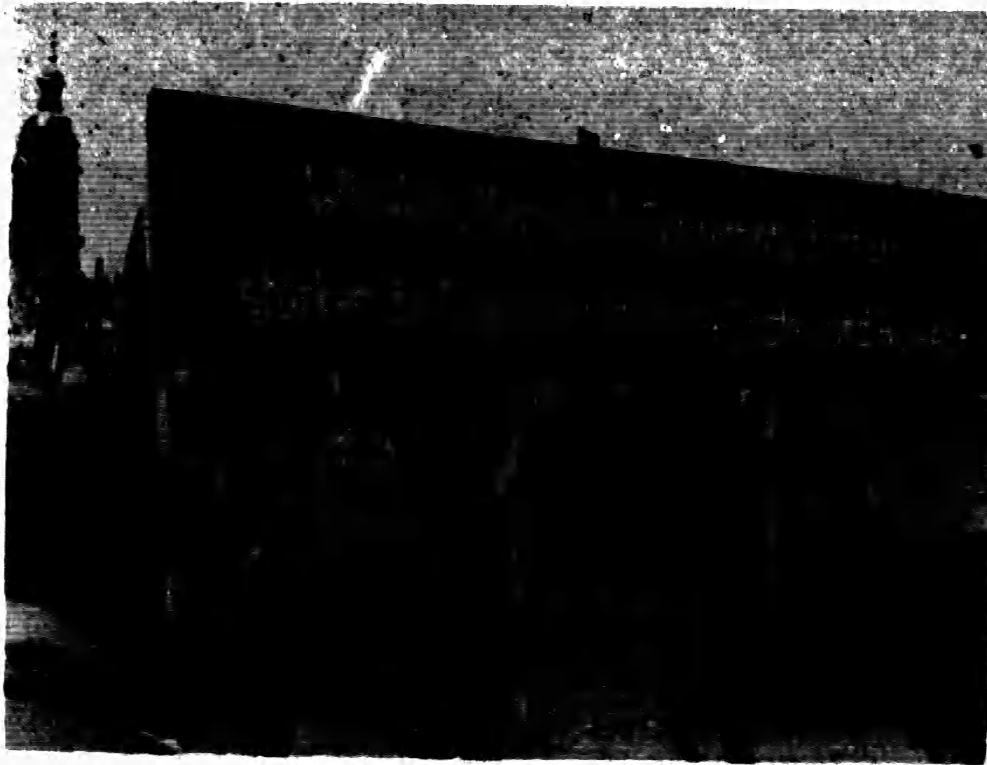
Russian, compulsory for all students, is the first foreign language in all three types. In the modern language type, the second foreign language is determined for each school by the Ministry. English and French are the most common, although there are some indications that East European languages, such as Polish or Czech, will receive increasing emphasis. The third foreign language is Latin. In the mathematics-science type, Latin is the second foreign language. In the classical language type, Latin is the second foreign language and Greek the third.

Citizenship education, as already noted, was introduced as a

Table 3.—Program of studies for the secondary schools, 1958-59.¹

Subject	Grade											
	9			10			11			12		
	A	B	C	A	B	C	A	B	C	A	B	C
German language and literature.....	5	5	5	4	4	4	4	4	4	4	4	4
History.....	3	3	3	2	2	2	3	3	3	3	3	3
Citizenship.....	1	1	1	1	1	1	1	1	1	1	1	1
Russian.....	4	4	4	4	4	4	3	3	3	3	3	3
Second foreign language.....	5		6	4	3	4	5	3	4	4	4	4
Third foreign language.....				4		4	4		2	6		8
Mathematics.....	3	5	3	3	4	3	3	6	3	3	5	3
Physics.....	2	3	2	2	3	2	2	3	2	2	3	2
Chemistry.....	1	2	1	1	3	1	1	3	1	1	3	1
Biology.....	2	3	2	2	3	2	2	3	2	2	3	2
Geography.....	2	2	2	2	2	2	1	1		1	1	
Art and cultural history.....	1	1	1	1	1	1	1	1	1	1	1	1
Gymnastics.....	2	2	2	2	2	2	2	2	2	2	2	2
Totals.....	32	32	33	33	33	33	33	34	35	34	34	35
Play and sport afternoons.....	2	2	2	2	2	2	2	2	2	2	2	2
Annual hours in:												
Productive labor.....			90			90			90			90
Production practicum.....			70			70			70			70
Introduction to socialistic production.....			60									90
	220			160			160					250

¹"Anweisung ueber die Stundentafeln der allgemeinbildenden Schulen fuer das Schuljahr 1958/59 vom 7. Mai 1958." P. 17.



"We Worker-and-Peasant Students Strengthen the Republic with Book, Spade, and Gun."

compulsory subject in September 1958. The following topics have been announced:

Grade 9 (both middle and secondary school): The Marxist-Leninist doctrine of the class struggle and the dictatorship of the proletariat (15 hours).

Grade 10 (both middle and secondary school): Developing the socialistic consciousness: Socialistic education—contrast to bourgeois ideology and morality (15 hours).

Grade 11: Basic Problems of Marxist political economy, of capitalism, and of socialism (30 hours).

Grade 12: Dialectical and historical materialism—the scientific world-view of the working classes (28 hours).²²

A major experiment, still in its infancy, promises to have far-reaching effects on the future of secondary school graduates if it becomes general in practice. The preliminary steps have already been taken. This is the learning of a trade by each secondary school student, concurrent with his usual secondary school program. Walter Ulbricht refers to this plan as follows: "At a few secondary schools efforts are being made not only to prepare students for the university, but to teach them a practical trade

²² *Deutsche Lehrerschaft*, 5 (12 September 1958), 1.

at the same time. These are experiments. We will have to await the results." ²²

The experiment in progress in Jena illustrates the plan. The secondary school Am Anger, the nationalized Carl Zeiss plant with its vocational school, and the Department of Education of the County Council are conducting the program. Thirty students have been selected on a voluntary basis. Students and parents signed applications for the extra work. A commission selected the 30 on the basis of social origin, achievement records, especially in the natural sciences and in manual arts, and social behavior. Practical training is carried out in the Zeiss vocational school. The following schedule for trade training has been established:

1. One day per week during the school year (the day in industry).
2. Two weeks during the autumn vacation, 1 week during the Christmas holidays, 3 weeks during the summer vacation.
3. Six months full time upon completion of the certificate of maturity.

Theoretical instruction accompanying the practical training will be given 4 hours per week in grades 9 and 10, three hours per week in grades 11-12. The hours for "Introduction to Socialistic Production in Industry and Agriculture" are being used for this purpose. The schedule for a week appears as follows:

- Monday: Seven hours practical work in the Zeiss vocational school.
 Tuesday: Six hours instruction in the secondary school.
 Wednesday: Six hours instruction and 2 hours sport in the secondary school.
 Thursday: Six hours instruction plus 1 hour of music and 1 hour of art in the secondary school.
 Saturday: Four hours theoretical instruction in the Zeiss vocational school and 2 hours instruction in the secondary school."

Successful participants in the program will receive their certificate of maturity as usual at the end of 4 years and a certificate as skilled craftsmen 6 months later. The trade that has been selected for this first group is precision mechanics, which is well represented in the operations of the Zeiss plant.

STIPENDS

Article 39 of the Constitution states that all schools shall be tuition free and that learning materials shall be free for the compulsory schools. In addition stipends shall be available for

²² "Walter Ulbricht berät mit Lehrern und Erziehern." (Walter Ulbricht Confers with Educators.) *Deutsche Lehrerschaft*, 5 (24. Oktober 1958), 4.

²³ "Grundsätze fuer die Ausbildung von Oberschulern zu Facharbeitern." (Principles for the Training of Secondary School Students as Skilled Workers.) *Deutsche Lehrerschaft*, 5 (25. September 1958), 4.

needy students so that gifted students of all levels of society shall be able to attend the technical schools, secondary schools, and the university.

These provisions have been partially fulfilled. No tuition is charged in the elementary schools. In the secondary school, some children pay tuition, others do not. In general, children who receive stipends also receive free tuition. The administrators' manual discusses stipends as follows:

Stipends are intended to assure a secondary education for children of workers and peasants, children of recognized victims of the Nazi regime, of orphans, and pupils from children and youth homes. They may be granted when the student demonstrates good academic achievement and social activity but the economic position of his parents or guardians would place his attendance at a secondary school in doubt. . . ."

Polytechnic Education

References to polytechnic education have been made in the preceding discussion of the general school. Polytechnic education, extending from the 1st through the 12th grade, however, is of such importance in the current educational program of the Soviet Zone that a special section will be devoted to a more detailed discussion of its development.

Polytechnic education, not to be confused with vocational education or industrial arts, is a concept, advanced by Marx and Engels and carried forward by Lenin and other Soviet leaders, dealing with the total education of man in a technical society. It has become the keynote and the slogan of all educational reform in the Soviet Zone. Engels defined the concept as follows:

The common pursuit of production cannot be carried out by persons like those of today, each of whom is subordinated to a single branch of production, chained to it, exploited by it, each of whom has developed only one of his abilities at the expense of the others and knows only one branch or a branch of a branch of production. . . . The common industry planned and operated by the whole society requires persons who have developed their abilities in all directions and are in a position to understand the total system of production. . . . Education will permit the young people to obtain a rapid survey of the entire system of production; it will equip them to go from one branch of production to another in accordance with the needs of society and their own inclinations. It will take away the one-sided development which today's division of labor forces upon each one. In this way the Communist society will give its members the opportunity to utilize their well-rounded development in many different directions."

"*Schulrecht und Schulverwaltung in der Deutschen Demokratischen Republik*, P. 224.

"Engels, Friedrich. *Grundriss des Kommunismus*. (Foundations of Communism). Berlin: Dietz Verlag, 1966, P. 81. As quoted in *Aufgaben und Probleme der deutschen Pädagogik*, P. 525.

The German Pedagogical Central Institute, an arm of the Ministry of Public Education, called a conference May 21-23, 1953, to discuss the theoretical and practical aspects of polytechnic education.⁴⁰ Since 1955 there has been a steady increase in the literature dealing with this subject.

The preliminary steps to be taken were outlined by Werner Dorst, former director of the German Pedagogical Central Institute:

1. A polytechnic viewpoint. This is created by providing in every subject, especially in history, geography, physics, chemistry, and biology, an overview of our economy, of the main branches of production and their relationships, of the organization of labor in our modern industry and agriculture, and of the distribution of our productive forces.
2. An understanding of the elementary principles of the production process in the major branches of production; that is, an understanding of the modern technical utilization of physical, chemical, and biological laws in our industry and agriculture.
3. A more detailed understanding of the production processes and installations that are of primary importance to our economy.
4. A knowledge of skill in the use of the common weighing, measuring, testing, and control instruments, and of standard writing. An introduction to technical drawing.
5. The practical use and care of simple tools used in all production such as the hammer, pincers, saw, knife, shears, needle, spade, shovel, hoe, axe, plane, file, screwdriver, drill, and others.⁴¹

It must be reemphasized that polytechnic education in the Marxian concept is not vocational training, but the total education of man in a technological society. All subjects of the curriculum, but especially the natural sciences, are expected to contribute heavily toward it. In addition to the regular subjects of the curriculum, however, special provisions have been made to bring school and production as close together as possible. These are three in number: The production or polytechnic "practicum"; productive labor, represented primarily by the "day in industry"; and a special course entitled "Introduction to Socialistic Production."

⁴⁰ *Die polytechnische Bildung in der Deutschen Demokratischen Republik und die Wege zu ihrer Verwirklichung.*—Protokoll der theoretisch-praktischen Konferenz des Deutschen Pädagogischen Zentralinstituts über Fragen der polytechnischen Bildung vom 21.—23. Mai 1953. (Polytechnic Education in the German Democratic Republic and the Ways to Accomplish It.) Berlin: Volk und Wissen Verlag, 1954.

⁴¹ Dorst, Werner. *Erziehung, Bildung und Unterricht in der deutschen demokratischen Schule.* (Training, Education and Instruction in the German Democratic School.) Berlin: Volk und Wissen Verlag, 1954. As quoted in Engelbert, M., *Polytechnische Erziehung und Bildung in Mitteldeutschland-Stand v. September 1957.* (Polytechnic Education in Middle Germany.) Berlin-Schoeneberg: Hauptstelle fuer Erziehungs- und Schulwesen, 1957. Mimeo. P. 14.

THE PRACTICUM

The Practicum consists of a full-time program of several weeks' duration in industry and agriculture. Of the 250 annual hours devoted to Introduction to Socialistic Production and Productive Labor in grades 9 and 10 of the middle school, 70 hours are utilized for a unified 2-week practicum. Seventy hours per year are utilized for the same purpose during the 4 years of the secondary school. Detailed suggestions for developing the practicum have been issued by the German Pedagogical Central Institute.

The primary purpose of the practicum is "the unification of the school, of training, and of education with socialistic life, with the revolutionary practices in the struggle of the German working classes for the victory of socialism in the German Democratic Republic." The basic educational principle is the "unification of instruction with productive labor." This will relate education with "the realistic requirements of society" and will provide for "the active participation of youth in the struggle for securing and expanding the accomplishments of socialism in the German Democratic Republic."

Students are to learn the socialistic character of production, namely, that the means of production are public property and that production is developed according to plan. Socialistic production is characterized by mass production in the major branches of the economy. Agriculture is in transition to a similar mass production. Nationalized industry is therefore the most important material basis for the development of socialism. Children are to learn that labor is freed from exploitation and therefore becomes a matter of honor and distinction. At the present stage of socialistic development, these objectives will be achieved by "practicum" in industry and agriculture.

The practicum is defined as follows:

- a. The industrial practicum for middle and secondary school students is a form through which the entire education and training program is related to the practices of social development, with the development of socialistic production in industry and agriculture, and with the struggle of the German working classes for peace, for a unified and democratic Germany, and for socialism.
- b. Through the practicum, the direct and intensive influence of the working classes on the education of their children will be strengthened. Consequently, in addition to the teacher, the progressive production worker enters the picture as an educational factor.
- c. The practicum makes a major contribution toward the protection of polytechnic education from a one-sided, theoretical development.

Specific character traits that are to be developed are: "willingness to work and love for physical labor, respect for public property, initiative and enthusiasm for the cause of socialism, discipline, loyalty to the Workers-and-Peasants' State." Insofar as conditions and viewpoints in industry do not conform to the picture that has been developed in school and in books, students should be made to understand that the ideal has not yet been attained, but that additional progress is necessary.

Students are to learn the work skills that will enable them to engage in production. Work assignments must be adjusted to the mental and physical abilities of the children. Children are to obtain an insight into the organization and technical procedures of industry. Instruction in school must conform to practice in industry so that they supplement each other. This interrelation "will raise the school to a higher qualitative level, to the level of the socialistic school."

The organization of the practicum is outlined in detail. It is compulsory for all students of the middle and the secondary schools. It can be carried out only in socialistic industries and agricultural enterprises. Industries to be emphasized are machine production, the construction industry, and the manufacture of building materials; power production cooperatives, socialized farms, and machine-tractor stations will be used. All city schools must have at least one practicum in agriculture.

Extensive advance planning must be done for this experience. The Pedagogical Council has the primary responsibility for working out each individual program. In cooperation with county officials, it selects the firms to be used and agrees upon the time with management. At the same time, it conducts "pedagogical propaganda" for the parents with the help of parents' councils, mass organizations, and other progressive forces in the community.

Each teacher is responsible for the ideological preparation of his class. The Free German Youth groups in the schools establish relations with similar groups in the firms so that common activities for the period of the practicum can be planned. Each teacher is expected to familiarize himself thoroughly with the firm that his class will utilize, preferably by working for a time in the firm.

The management, the party organization, the labor union leadership, and the Free German Youth organization in the firm develop a plan of execution in the firm, including exact work



Operating a winch during the "practicum" in industry.

assignments, the orientation of the workers, the use of health and similar facilities, and similar details.

Two weeks should be spent in a single department. Children should be assigned in "brigades" of approximately 10. Single work assignments should be utilized only when necessary. Working hours for 14 to 15-year-olds are 7 hours, for 16 to 18-year-olds, 7½ hours. It is recommended that a 15-minute break should be given every 2 hours. During the break the teacher should discuss political questions of the day with the students. The

explanation of theory and productive work should be in the ratio of 1:2.

The director of the school is responsible for the overall supervision of the practicum, including the planning stage. Upon completion of all arrangements, a contract is drawn up between the school and the firm.

Each student maintains a notebook during the entire practicum. This is examined by the teacher. Upon completion of the practicum, students are graded in both the quality and the quantity of their productive work as well as on their general participation and behavior. Each participant receives a certificate signed by the directors of the school and of the firm respectively.⁴²

PRODUCTIVE LABOR

Productive labor begins with the 1st grade and continues throughout the 12th. Much of the time in the first six grades consists of work in the school garden, manual arts taught in the schools, and excursions to farm and factories, during which some hours are devoted to work.

Beginning with the seventh grade, productive labor is represented by a "day of instruction in socialistic production." After considerable experimentation since 1956, the day in industry was ordered to be introduced in all schools beginning in September 1958. Walter Ulbricht, in an address to a preelection conference of teachers, scientists, workers, and engineers in Leipzig on October 17, 1958, stated: "With the beginning of this school year we have introduced the day of instruction in socialist industry for pupils of grades 7 to 12. Ten thousand schools in our Republic have thereby achieved a close relationship to the working classes, to the socialistic firms in industry and agriculture."⁴³

Schedules for the day in industry are still in an experimental stage. The schedule in table 4 is a partial sample, used by a school in Dessau.

How does the day in industry affect the school schedule for the other subjects? The teachers' newspaper presents the schedule shown in table 5, used by the tenth grade of the secondary school in Wuesterhausen, as a good solution to the problem.

⁴² "Das Betriebspraktikum der Schueler allgemeinbildender Schulen. Eine Anleitung, ausgearbeitet vom Deutschen Paedagogischen Zentralinstitut, Abteilung Polytechnische Bildung." (The Industrial Practicum for the Schools of General Education. A Guide. Prepared by the German Pedagogical Central Institute, Department of Polytechnic Education.) *Informationsdienst fuer freihuetliche Erzieher*, (April-Mai 1958), 10-18.

⁴³ "Walter Ulbricht beraet mit Lehrern und Erziehern." *Deutsche Lehrerschaft*, 5 (24. Oktober 1958), 1-4.

Table 4. The day of instruction in industry¹

GRADE 10	TUESDAY, SEPTEMBER-OCTOBER 1958
7:00-7:45	Technical drawing.
2d week:	Introduction to technical drawing.
3d week:	Practice in the use of drawing instruments.
4th week:	Parallel projections of a body rotated through 30°.
5th week:	As above.
8:00-9:35	Introduction to socialistic production.
1st week:	Organization and structure of the firm. Instructions in safety regulations.
2d week:	Planning in socialistic industry.
3d week:	The technical plan.
4th week:	The production plan.
5th week:	The financial plan.
10:00-11:30	Practical work.
12:30-2:30	Practical work.

¹ Scharnhorst, Erna. "Wo stehen wir im Polytechnischen Unterricht? (Where do We Stand in Polytechnic Instruction?) *Pädagogik*, 18 (Nov. 1958), 825.

INTRODUCTION TO SOCIALISTIC PRODUCTION

This subject was introduced in the middle and secondary schools in September 1958 to provide a theoretical background for the practicum and the day in industry. In grades 9 and 10 of the middle schools it occupies 90 hours per year; in grade 9 of the secondary school, 60 hours; and in grade 12, 90 hours. It does not appear on the schedule for grades 10 and 11 of the secondary school.

Course content is in the process of development. The following topics have been presented with guidelines in the teachers' newspaper:

1. Becoming acquainted with agricultural production cooperatives and machine-tractor-stations (7 hours).^a
2. The economic and political foundations of economic policy in the German Democratic Republic.^a
3. The perspectives of economics in the German Federal Republic (objectives and how they will be attained).^a
4. Socialistic planned economy.^a

The "Principles" issued by the Central Committee reemphasize the importance of polytechnic education, devoting Principles 13 through 21 to this subject.^a

^a *Deutsche Lehrzeitung*, 5 (5. September 1958), 5-6.

^a *Deutsche Lehrzeitung*, 5 (3. Oktober 1958), 1.

^a *Deutsche Lehrzeitung*, 5 (31. Oktober 1958), 6.

^a *Deutsche Lehrzeitung*, 5 (21. November 1958), 7.

^a "Ueber die sozialistische Entwicklung des Schulwesens in der Deutschen Demokratischen Republik." P. 7-10.

Table 5.—A weekly schedule for a tenth grade in a secondary school.¹

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
8:05-8:50	Russian	History	Two hours: Introduction to Socialistic Production. Three hours: Productive Labor	Chemistry	Mathematics	History.
8:55-9:40	Gymnastics	Russian		German	Physics	German.
9:50-10:35	do	Biology		Civics	History of art.	Geography.
10:40-11:25	Second foreign language.	Second foreign language.		Russian	Chemistry	Biology.
11:55-12:40	Mathematics	German		Mathematics	Biology	Music.
12:45-13:30	German	Mathematics		Russian	Geography	Second foreign language.
14:45-15:30	Free for choir and ensemble.	Chemistry			Free for out-of- school sport.	Physics.
15:40-16:25		Physics				Free for FDJ Group work.

¹ Deutsche Lehrerzeitung, 5 (19. September 1958), 6.

The Control of Instruction

The control of instruction is essentially the same at all levels of the schools for general education. An elaborate system designed to reach into every hour of the school day in every class has been developed to assure that the accepted doctrines of the central authorities are taught and that the objectives of the administration will be achieved. The major elements in this system are the courses of study and syllabuses, together with decrees and instructions of the Ministry of Public Education; required plans, records and reports of subordinate officials; textbooks and other teaching materials; the examination system; pedagogical councils.

COURSES OF STUDY, SYLLABI, AND SCHEDULES

Detailed courses of study and syllabuses for all subjects are issued by the Ministry of Public Education. These may take the form of decrees or instructions, or may be published in official papers, such as *Neues Deutschland*, the official organ of the SED, or *Deutsche Lehrerzeitung*, the official teachers' newspaper. Since the latter is published weekly and reaches all teachers, it is used very frequently for official announcements, directives, and instructions. Laws and decrees appear in the *Legal Gazette* as well as in the loose-leaf system of school laws (*Karteibuch des Schulrechts*).

Deviations from the syllabuses and accompanying instructions are against regulations. Even classroom procedures are carefully regulated. Some examples, such as the forbiddance of grouping or adjustments in class aims for different children, have already been indicated. The courses of study are supplemented by schedules which specify the number of hours per week to be devoted to each subject in each grade. The preparation of the specific weekly class schedule is the responsibility of the director of the school. Directors of schools are required to report to the Ministry on a monthly basis on the extent to which schedules are being met.

PLANS OF SUBORDINATE OFFICIALS

Three specific plans are required: the yearly plan of the school, the plans of the school director and his deputy, and the plans of the classroom teacher.

1. *The yearly plan of the school.*—This consists of three parts: Analysis

and statement of objectives, methods and procedures for achieving the objectives, and the organizational plan of the school. The first part is of primary importance. On the basis of the work of the preceding year and the instructions and orders of the Ministry, it presents an outline of the projected work for the whole year. The second part deals with specifics: organization of the work to assure achievement of objectives, examinations, supervision of teachers, special programs, work with youth organizations and parents, administrative matters. The third part deals with the number of classes and pupils, assignment of teachers to specific classes, scheduling of classes, and similar matters.

2. *The plans of the director and his deputy.*—The yearly plan of the school serves also as the plan for the director and his deputy. Material contained therein does not need to be duplicated. The plans for the director and his deputy have the primary purpose of assigning specific time schedules for performing their duties as envisioned in the yearly plan. Emphasis is placed on the development of specific responsibilities for the deputy so that he will have his own duties in addition to his general responsibilities for representing the director when necessary.
3. *The plans of the teacher.*—These consist of several parts which must be available for inspection at all times. First, the subject matter must be distributed over the entire school year; secondly, plans for specific units or topics must be developed; thirdly, lesson plans must be written for each class hour; and finally, a followup statement, showing the results of the instruction must be prepared.

Two records must be kept on each student: the class book maintained by the teacher and the student's diary maintained by each student. The class book must contain the following: the subject-matter covered, class assignments and home work; the achievement and behavior of the students; the composition of the class; the out-of-class activities of the students; social behavior in the class. The book is open to inspection by the school director and by superior educational authorities. It is to be filled in daily, preferably after each class. The student is required to bring his diary to each class. He must record the class schedules, the names of teachers instructing each class, all home work, the grades he receives, vacation periods, and examination schedules. The book must be signed by the parents at the end of each week. The teacher adds comments to the diary on a student's behavior, special honors, cases requiring disciplinary action and similar items.⁴⁰

TEXTBOOKS AND OTHER TEACHING MATERIALS

All textbooks and accompanying materials are published by the state-owned publishing house, Volk und Wissen Verlag, which is closely supervised by the Ministry of Public Education.

⁴⁰ *Schulrecht und Schulverwaltung*, P. 232-256.

Textbooks are available in sufficient quantity for all classes in all subjects. Prices are reasonable. No other books are authorized for use in the schools. Films, charts, and similar items are prepared by the German Central Institute for Instructional Materials, another arm of the Ministry.

To provide textbooks early in the regime for subjects that were critical in the viewpoint of the zonal authorities, such as history, some Soviet texts were translated. For example, the following texts written under the auspices of the Institute of History of the USSR Academy of Sciences were used in the secondary schools in German translation:

- Vol. I. *History of the Ancient World* (Professor A. W. Mischulin, ed.), 1950.
- Vol. II. *History of the Middle Ages* (Professor E. A. Kominski, ed.), 1950.
- Vol. III. *Modern History: 1789-1870* (Professor A. W. Jefimov, ed.), 1950. (1952 ed.—1640-1879.)
- Vol. IV. *Modern History: 1870-1918* (Professor W. M. Chostow, ed.), 1952.

A series of history texts for grades 5 through 8, written by Germans, appeared in 1951-52; for grades 9 through 11 in 1954.²⁰ A new modern history series for the secondary schools in three volumes, covering the 18th century to the end of World War II, appeared in 1958.

The provisional Course of Study for history issued by the Ministry of Public Education in 1956 illustrates the general viewpoint that permeates textbooks. The topic headings for grades 9 and 12 will serve as examples:

Topical Outline [Grade 9]

1. Primitive Society to the Development of a Class Society in the Near East
2. The Development of Slavery and the Rise of Slave-Holding States in the Far East. The Culture of the Peoples of the Far East.
3. The Development of a Slave-Holding Democracy in Athens. The Great Cultural Achievements of the Greeks.
4. The Empire of Alexander the Great. Hellenism.
5. The Expansion of Slavery in the Roman Empire. The Intensification of the Class Struggle.
6. Primitive Society in the Territory of Present-Day Germany.
7. The Period of Slave Revolutions.
8. The Origin and Establishment of Feudalism in France.

²⁰ Dietrich, Martin and Friedrich Blage. *Das Schulbuch in der Sowjetzone*. (The School Book in the Soviet Zone.) Bonn: Bundesministerium fuer gesamtdeutsche Fragen, 1955. P. 6-7, 11, 14.

9. The Establishment of the First Slavic Countries. ²¹

Topical Outline [Grade 12]

1. The Great Socialist October Revolution and the Development of Socialism in the U.S.S.R.
2. The November 1918 Revolution in Germany.
3. The Revolutionary Post-War Crises of 1919 to 1923.
4. The Period of the Relative Stabilization of Capitalism and the Struggle of the German Communist Party and the Resurging German Imperialism.
5. The Economic Crisis in the Imperialistic World, 1929-32—the Consistent Struggle of the German Communist Party Against Imperialism and Fascism.
6. The Fascist Dictatorship in Germany and Preparations for the Second World War.
7. The Second World War, an Anti-Fascist War of Liberation.
8. The Establishment and Development of the Democratic Peace Camp. The Struggle for the Development of a Democratic Germany to the Founding of the German Democratic Republic. ²²

THE EXAMINATION SYSTEM

Detailed regulations have been issued both for annual promotions from grade to grade and for the three final examinations that are given upon completion of each of three types of schools: the elementary school (grade 8), the middle school (grade 10), and the secondary school (grade 12). ²³

The examinations for promotion from year to year are primarily an internal operation of the school in accordance with the minute regulations cited above. Promotion is determined by conference of the teachers who taught the student and is confirmed by the director. If a student fails a class twice, an investigation must be undertaken to determine the cause. If the cause is found to be the student's innate ability, transfer to an appropriate special school is made. Students in the secondary school who fail twice must leave the school. Promotion at all levels is by class and not by subject.

The three final examinations are of much greater importance

²¹ *Oberschule. Direktive fuer den Geschichtsunterricht. (Secondary School. Directive for History Instruction.)* Ministerium fuer Volksbildung. Berlin: Volk und Wissen Volkseigener Verlag, 1954. P. 8.

²² *Ibid.* P. 58.

²³ "Anordnung ueber die Versetzung an allgemeinbildenden Schulen vom 17. Mai, 1955." (Regulations for Promotion in the General Schools). Ministerium fuer Volksbildung. As quoted in Engelbert, *Entwicklung und Stand des Schulwesens in Mitteldeutschland* Anlage 9. Typewritten, 6 p.

"Anordnung ueber die Durchfuehrung von Praefungen in den allgemeinbildenden Schulen der DDR vom 16. April 1955." (Regulations for the Conduct of Examinations in the General schools.) As quoted in Engelbert, *Entwicklung und Stand des Schulwesens in Mitteldeutschland* Anlage 8. 8 p.

than the annual promotion examinations and involve a number of agencies outside the school. The purpose of the examinations is stated as follows: "These examinations will determine to what extent the students have achieved the knowledge, skills, and abilities required for this section of the course of study and to what extent they are ready to support progress in a clear and partisan manner."²⁴

The scope of these examinations.—The final examination for the elementary schools consists of written examinations in three subjects and oral examinations in two subjects. One of the latter is in history or current events, the other either in geography or biology or in physics or chemistry. The Ministry determines each year in which group (biology-geography or physics-chemistry) the examination for the given year shall be held. The director of the school in cooperation with the pedagogical council selects the specific subjects for each class. Students are notified of the decision not later than May 10. Oral examinations may also be held in each subject included in the written examinations. This option is usually exercised when there is some doubt of the validity of the results in the written examination.

The written examination for the middle school consists of three subjects, the oral of two. One of the latter must be in history or current events. The other is determined for each student by the director in consultation with the teachers and may take the students' vocational preference into account. Oral examinations may be given in the subjects of the written examination if it is deemed necessary.

The maturity examination of the secondary school consists of four written and two oral examinations. Again, one of the oral examinations must be in history or current events. The other is selected by the director of the school in cooperation with the teachers and must take the students' vocational objectives into consideration. As above, oral examinations may be given in the subjects that have already been tested in writing. In addition, the examining commission may add additional subjects, although it is recommended that no student be examined orally in more than five subjects.

Every attempt at cheating is recorded in the class book, in the report of the examination, on the student's paper, and in the student's diary. Specific punishments have been established for light cheating or attempts at it, for serious cheating, and for repeated cheating. For students in the 12th grade, the most

²⁴ *Das Schulwesen in der Sowjetunion*, Vierte Auflage, P. 9.

serious penalty is loss of the certificate of maturity, dismissal from school and disbarment from any subsequent examinations except through special permission of the Ministry of Public Education in unusual circumstances.

The examination commissions consist of two parts: a voting membership and an advisory membership. For the elementary school, the former consists of the chairman, the classroom teacher, and the examining subject-matter teacher. For the middle school, the director of the school is added to the above. For the maturity examination, the above are joined by all teachers who taught in the class.

The advisory membership consists of the following:

- a. All teachers teaching in the class of the elementary and middle school; all teachers of the school for the maturity examinations.
- b. The full-time secretary of the Free German Youth.
- c. The chairman of the parents' council or his representative.
- d. A representative of the local or county Free German Youth Office.
- e. A representative of the county directorship of the Teachers' Union.
- f. A representative of the "Democratic Women's League of Germany."
- g. A representative of a sponsoring industry.
- h. For elementary schools, representatives of vocational and secondary schools; for middle schools, representatives of technical schools; and for secondary schools, representatives of the universities.

Examinations are conducted throughout the Zone at the same time. The latter is designated by the Ministry. At the end of the year the student receives a certificate showing the results of his examinations and his status for the coming year. Provisional promotion is not permitted. The graduates of all three schools receive certificates.

Distinctions.—Graduates of the elementary school with outstanding achievement records receive commendatory letters; those of the middle school, receive diplomas; those of the secondary school may receive the Lessing Medal in gold or silver. The specifications for these medals state that students are eligible who received a combined grade of superior (the highest grade) in the maturity examinations and "*in addition were active in an outstanding manner.*" The medals are usually presented by a representative of the Ministry on October 13, the "Day of the Activists." "

¹ *Schulrecht und Schulverwaltung in der Deutschen Demokratischen Republik. P. 256-264.*

Special maturity examinations administered by the universities are available in certain cases for students who have not followed the normal channel to university admission. Conditions for admission to these examinations are: an outstanding record as a worker, as well as experience in the chosen field of study; outstanding democratic political consciousness, evidenced by active work toward the development of the German Democratic Republic; and a theoretical knowledge in the basic subjects related to the field of study, similar to that of a secondary school graduate. The applications for the special examination can be filed only in connection with an application for admission to a specific field of study. Both are submitted to a university or other institution of corresponding rank. The examination consists of a written and an oral part. If an applicant fails in his first attempt, he can make a second attempt 1 year later. A second failure eliminates the candidate.²²

THE PEDAGOGICAL COUNCIL

Every school having four or more teachers is required to form a pedagogical council. The directors and teachers of schools with less than four teachers must meet in regular pedagogical conferences. The pedagogical council is an advisory body for the director of the school, who serves as its chairman. It considers all problems of education, analyzes the work of the school, and makes recommendations for improvement. It assists in the ideological-political and in the pedagogical development of the staff and "makes them able to fulfill their responsibilities as functionaries of the Workers-and-Peasants' Power more effectively."²³

In addition to the director of the school, the membership of the council consists of the deputy director, all teachers, the chief "pioneer" leader or the secretary of the Free German Youth, and a representative of the parents' council. If pupils from a children's home attend the school, the director of the home is also a member. A representative of the Women's League and a representative of the "sponsoring industry," if any, attend as advisory members. Other agencies may be invited by the director. Minutes of all meetings must be kept.

²² "Anweisung Nr. 50 des Staatssekretariats fuer Hochschulwesen ueber die Ablegung der Sonderreifeprüfung vom 22. Juni 1944." (Regulations for Taking the Special Maturity Examinations.) As quoted in Engelbert, M., *Bericht ueber Entwicklung und Stand des Schulwesens in Mitteldeutschland* . . . Anlage 25. 3 p.

²³ "Statut fuer die Paedagogischen Räte und die Paedagogischen Beratungen in den allgemeinbildenden Schulen der Deutschen Demokratischen Republik vom 6. Oktober 1954." (Statute for the Pedagogical Councils and the Pedagogical Conference in the General Schools of the German Democratic Republic.) As quoted in Engelbert, M., *Bericht ueber Entwicklung und Stand des Schulwesens in Mitteldeutschland* . . . Anlage 11. 5 p.

Special Schools

In addition to the schools described in the preceding sections of this chapter, which are attended by the great majority of the children, a number of special types have been established for particular purposes. These can be divided into two groups: the schools for the handicapped and schools of a general nature that vary in form and specific goals from the usual schools for general education.

SCHOOLS FOR THE HANDICAPPED

Six types of schools have been established:

1. Schools for the blind, the deaf, and the deaf and dumb. In the first two, class size is specified as 10 to 12, in the third, 6.
2. Schools for the partially blind and partially deaf, with a class size of 15.
3. Schools for speech disorders, such as stuttering, with a class size of 15 to 20.
4. Schools for the physically handicapped, excluding the above, with a recommended class size of 10 to 12.
5. Special classes for children in hospitals and convalescent homes.
6. Schools for the mentally retarded.

The German term "Sonderschulen" (special schools) is applied to the first five; "Hilfschulen" (helping-schools) to the sixth.

The organization of special schools follows the pattern of the general school system. Consequently, some of them include kindergartens, others include vocational or secondary school sections. For example, the schools for the partially blind in Berlin, for the blind in Koenigswusterhausen, for the hard of hearing in Berlin-Friedrichshain, and for the physically handicapped in the Orthopedic Center at Birkenwerder have secondary school sections. Special vocational schools for the mentally retarded have been established in Dresden, Leipzig, and Magdeburg. Some other schools for the mentally retarded have vocational school sections.

In general, when at least 15 mentally retarded children are present in a community, a special class for them is opened at the elementary school. Complete special schools of the various types are located throughout the Zone. If the number of children is small, they are taken to neighboring schools that have homes attached. Special schools for the mentally handicapped usually have grades three to eight since all children begin school in the regular ele-

mentary school and are not transferred to the special school until it has been determined in the interval between the second and the fourth grade that they cannot attain the objectives of the elementary school.¹¹

The statistical yearbook of the Soviet Zone indicates that 623 special schools with 3,767 teachers and an average of 13.8 pupils per teacher were in existence in 1956.¹²

The objectives of the special schools are defined as follows:

A primary task is to train the children to be patriotic citizens, through which we hope to develop in the children particular viewpoints and convictions, a particular behavior pattern, which will become the basis for the materialistic world-view.¹³

SCHOOLS FOR SPECIAL PURPOSES

These include especially the sport schools for children and youth and the Cadet School.

Sport schools for children and youth were first established in 1952. By 1957, the number reached at least 18. Most of them include grades 5 through 12. About half of them are residential. A few which have grades 5 through 8 only are called sport schools for children, others, with grades 9 through 12, sport schools for youth. The common type, however, is the combined school.

These institutions were announced as general elementary-secondary schools leading to the same objectives as the general schools. They use the course of study of the general schools. To this, however, has been added a heavy schedule of gymnastics and out-of-school competitive sports. Table 6 presents the weekly program.

Pupils for the schools are selected by committees established at the schools under the general control of the department of education of the county in which the school is located. They should have a "B" average and be outstanding in sports. In practice, the latter is the determining factor.

The main objectives of the school are: "Education 'in the spirit of unselfish love and devotion to the homeland and the Government of the German Democratic Republic;' education for 'the readiness to defend the achievements of the Workers' and Peasants' State;' transmission of a good general education, the advancement of young sport leaders, and the development of

¹¹ *Schulrecht und Schulverwaltung in der Deutschen Demokratischen Republik*. P. 117-119.

¹² *Statistisches Jahrbuch der Deutschen Demokratischen Republik*, 1956. P. 411.

¹³ *Organisation des Sonderschulwesens in der Deutschen Demokratischen Republik*. (Organization of the System of Special Schools.) Berlin: Volk und Wissen Verlag, 1955. As quoted in *Das Schulwesen in der Sowjetzone*, Vierte Auflage. P. 7.

Table 6.—Program of studies for the sport schools.¹

Subjects	Grades							
	5	6	7	8	9	10	11	12
German.....	6	6	6	6	5	5	4	4
Mathematics.....	5	5	4	4	3	3	4	4
Russian.....	3	3	3	3	3	3	3	3
History.....	3	3	3	3	3	3	3	3
Current events.....	1	1	1	1	1	1	1	1
English.....					3	3	4	4
Biology.....	2	2	2	2	2	2	2	2
Physics.....			2	2	2	2	2	2
Chemistry.....			1	1	2	2	2	2
Geography.....	1	1	1	1	2	2	2	2
Gymnastics.....	5	5	5	5	6	6	7	7
Drawing.....	1	1	1	1	1	1	1	1
Handicraft.....	1	1	1	1				
Manual arts.....	1	1	1	1				
La in (elective).....						2	2	2
Musie.....	1	1	1	1	1	1	1	1
TOTAL.....	30	30	32	32	34	34-36	34-33	34-36

¹ "Offiziersnachwuchs fuer die Nationale Volksarmee." (The Supply of Officers in the National Peoples Army.) *Informationsdienst fuer Freiheitliche Erzieher*, 6 (September-October 1958), 23-27.

'qualified cadre, who can perform successful work in the development of physical culture and sport.'⁶¹

The purpose of the schools was expressed as follows at the Director's Conference in March 1956: "It is our assignment to provide the cadre for the National Peoples' Army."⁶²

The Cadet School was opened in September 1956 in the barracks of the former Royal Cadet Academy in Naumburg. Organized into platoons and companies, the pupils wear the uniform of the peoples' army. The academic program includes grades 6 to 10, supplemented by premilitary exercises and drill. Most of the pupils are children of officers and of Party leaders. According to the plan, the school is to lead to the certificate of maturity, after which the graduates will enter officer training schools.⁶³

Sponsorship Contracts

Great emphasis has been placed in the Soviet Zone on the development of "sponsorship contracts" between schools and nationalized industries. Under this plan, each school is to sign

⁶¹ *Das Schulwesen in der Sowjetzone*. Vierte Auflage. P. 7.

⁶² "Offiziersnachwuchs fuer die Nationale Volksarmee," P. 26.

⁶³ *Ibid.*, P. 27.

a contract with an industry which is to promote cooperation between the contracting parties.

In 1955, the secretariat of the National Board of Directors of the Free German Labor Union issued guidelines for the development of sponsorship contracts. The Ministry of Public Education issued these guidelines, thereby giving them official status. This document defines the responsibilities of industry as follows:

1. Depending on the size of the firm, one to three "progressive" workers are to be made responsible for the sponsorship work. They will participate in meetings of the pedagogical council and the parents' council and will see to it that school matters are discussed in the firm. Once per quarter, they will report on the progress of the sponsorship to the union leadership of the firm.
2. The firm will support the election of the parents' councils and will see to it that the "best" workers are elected. It will participate in parents' seminars.
3. Teachers will be given the opportunity to speak on problems of education in meetings of the union and of management and in cultural groups of the firm.
4. Depending on the size of the firm, subdivisions of the union can complete contracts with individual classes of the school within the framework of the general contract.
5. If there are training difficulties, proven workers will carry on individual conferences with the children concerned.

The school is to assume the following responsibilities:

1. It will familiarize the workers with the objectives of the German democratic school and with educational problems.
2. The school will delegate a representative to participate in the youth work of the firm, including vacation camps and cultural activities.
3. Teachers will deliver lectures in the firm on problems of education, culture, science, political economy, and other subjects. In the machine-tractor stations, they will also give instruction in bookkeeping and in agricultural subjects.
4. Teachers will take a position on educational questions that arise in the firm and will concern themselves with problems of discipline and work performance of individual pupils.^a

The sponsorship contracts have a direct relationship to polytechnic education and to manual arts instruction in the schools. The day in industry, described in a preceding section, presupposes a contract between the school and the industry in which the

^a "Richtlinie zum Abschluss der Patenschaftsverträge der volkseigener Betriebe und allgemeinbildenden Schulen." Beschluss des Sekretariats des Bundesvorstandes des FDGB vom 21. September 1955. (Guidelines for the Execution of Contracts between Peoples Industries and the General Schools.) As quoted in Engelbert, M., *Bericht ueber Entwicklung und Stand des Schulwesens in Mitteldeutschland* Anlage 21. 2 p.

pupils are to work. Cases are reported of firms constructing and equipping workshops for manual arts in the school.

Minister Lange, in his report cited above, stated that about 70 percent of all schools have contracts (1956) and that great progress has been made in the development of working relationships between schools and industry. He also listed four shortcomings:

1. In some instances, contracts are completed by the leadership of the school and the industry without reaching down into the subordinate levels. The performance of these contracts then usually consists of material help from the industry to the school, without any influence on "the betterment of the political-ideological work of the school, which is the primary objective."
2. Some teachers still believe that workers know nothing about education.
3. Not enough contracts have been completed in rural areas with machine-tractor stations, nationalized farms, and farmers' production cooperatives. Apparently some schools still believe that they should sign contracts only with firms from which they can receive some material benefits.
4. Contracts should also be developed with the peoples' police and the peoples' army."

"Aufgaben und Probleme der deutschen Pädagogik", P. 104-106.

CHAPTER IV

Vocational and Technical Education

IN the traditional German educational system, vocational training for most trades was carried out primarily through apprenticeship, accompanied by part-time theoretical training in a vocational school (Berufsschule). Students entered their apprenticeship and accompanying school upon completion of the eighth grade. In addition, there existed full-time technical schools (Fachschulen) in a variety of fields, some of which were open to graduates of the vocational school while others required graduation from the 10th grade (middle maturity). This general pattern also exists in the Soviet Zone. Although the distinction between "vocational" and "technical" is somewhat arbitrary and not always clear, the former term will be used for the system of combined apprenticeship and part-time theoretical training (Berufsschule), the latter for training that usually is full-time (Fachschule).

Vocational Training

The foundation for vocational training was laid in the "Law for the Democratization of the German Schools" of 1946, cited in chapter III. Compulsory education laws and various decrees and pronouncements for the organization and improvement of education affected the development of vocational as well as of general education. The present system is the result of a major reorganization which took place September 1, 1956, in response to sharp criticisms of vocational education that were voiced in the Twenty-fifth Plenary Session of the Central Committee of the SED, October 24-27, 1955. A resolution of the Council of Ministers of the Soviet Zone, issued June 28, 1956, took cognizance of these criticisms and brought about the reorganization.¹

¹ "Beschluss ueber die Berufsausbildung der Lehrlinge in der sozialistischen Wirtschaft vom 28. Juni 1956." (Resolution on the Vocational Training of Apprentices in the Socialist Economy.) *Gesetzblatt I*, 1956. P. 568.

ORGANIZATION OF TRADES

The organization of vocational education is based on a detailed analysis of all apprenticeship trades, published as a special issue of the *Legal Gazette* on January 3, 1957.¹ First of all, the document makes a sharp distinction between trades of the socialistic economy and those of the private economy. The latter category is subdivided into industry, agriculture, trade, other private enterprise, and handicraft.

A second major distinction is made between trade groups and trade classes. The latter is a subdivision of the former. The above classifications result in the following: 26 trade groups, 118 trade classes, 970 apprenticeship trades. Of the 970 trades, 590 must be learned exclusively in socialistic enterprises; 286 either in socialistic or private enterprises, and 94 exclusively in private enterprise (25 of them in handicrafts).

A comparison of these figures with a similar analysis published in 1953 shows the steady progress of socialism. In 1953, only 64 of 577 trades were limited to socialistic enterprises, compared to 590 out of 970 in 1957. Entrance requirements for training in the 970 trades are: 675, completion of the elementary school; 210, completion of the elementary or the middle school; 9, completion of the middle school; 60, completion of the middle or the secondary school; and 16, completion of the secondary school. Where two levels of training are specified, preference is to be given to students who have completed the higher one.

Some trades limited to graduates of the secondary school are chemistry laboratory technicians, radio station assistants, motion picture photographers, and biological model makers. Dental assistants, on the other hand, require only elementary school graduation. The trades limited to training in private industry, in general, seem of no interest to the Soviet Zone leadership. They include, for example, maker of wooden shoes, horse butcher, maker of hat forms, and tobacco colorer.²

GENERAL VOCATIONAL SCHOOLS

Five types of vocational schools have been established as a part of the general school system, namely, trade and industrial, agricultural, commercial, general, and schools for minor trades.

¹ "Systematik der Ausbildungsberufe." (The Systematization of Apprenticeship Trades.) *Gesetzblatt*, Sonderdruck No. 231, 3. Jan. 1957.

² *Das Berufsschulwesen in der Sowjetzone.* (The Vocational School System of the Soviet Zone.) Zweite Auflage. Bonn: Bundesministerium fuer Gesamtdeutsche Fragen, Maers 1958, P. 2-3.

In the early years, many of these were directly under the control of technical ministries, such as the Ministry for the Chemical Industry, the Ministry of Mining, the Ministry for Heavy Machinery, and many others. A Department of Vocational Education in the Ministry of Education exercised general guidance and supervision. In 1950, the German Central Institute for Vocational Education was established under the Ministry of Education to develop courses of study, syllabuses and instructional materials. In November 1954, the Ministry of Labor and Vocational Training was established, and was assigned the responsibility for vocational education. In 1956, the name of the German Central Institute was changed to German Institute for Vocational Training and it was transferred to the Ministry of Labor and Vocational Training.⁴ In February 1958, the latter Ministry was abolished, together with a number of technical Ministries.⁵ The role of industry in vocational education has been increasing steadily through the introduction of vocational schools within industry.

VOCATIONAL SCHOOLS IN INDUSTRY (BETREIBSBERUFSCHULEN)

Before 1956, vocational schools in industry represented a combined operation of the school system and industry. The school itself was considered part of the regular vocational school system. The location of the school, however, was within an industrial plant or commercial enterprise, which provided the shops and other space required for carrying out the program of instruction. The resolution of the Council of Ministers of June 28, 1956, provided that the workshops within industry, the school itself, and quarters for students would be united into single training centers within socialist industry under the supervision of the manager of the firm. Guidelines to accomplish this were published in September of that year.⁶ The manager appoints the director and the deputy directors of the school with the concurrence of the county Council. Staff members of the schools must provide evidence through their previous experience "that through their leadership they will exert such an influence on the development

⁴ Ibid, P. 4.

⁵ "Gesetz ueber die Vervollkommung und Vereinfachung der Arbeit des Staatsapparates in der DDR vom 11. Februar 1958." (Law for the Perfection and Simplification of the Work of Government Administration in the German Democratic Republic.) *Gesetzblatt I*, 1958, P. 119.

⁶ "Richtlinie zur Vereinigung der Ausbildungsaestetten fuer die Berufsausbildung in der sozialistischen Wirtschaft vom 22. September 1956." (Guidelines for the Unification of Training Centers for Vocational Education in the Socialist Economy.) As quoted in *Das Berufsschulwesen in der Sowjetzone*, zweite Auflage. P. 4.

of vocational education in the firm that the shortcomings of vocational education expressed in the Twenty-fifth Plenary Session of the Central Committee of the SED and in the Third Party Conference of the SED will be successfully overcome, and that the young production cadre in the vocational schools in industry will be trained in such a way that they will be able to contribute successfully toward the fulfillment of the objective of the second 5-year plan.

"... they must have extensive knowledge and experience in production techniques and must have good pedagogical and political qualifications or must possess the foundation for acquiring these quickly through personal effort."

Since January 1, 1957, only those schools that were reorganized under the control of industry as described above are authorized to use the name "Betriebsberufsschule."

THE CURRICULUM

In the general vocational schools, separate classes are formed for different types of students: students with apprenticeship contracts; students without apprenticeship contracts; students from nationalized firms and their subordinate firms; students from private enterprises; and students with inadequate elementary education. The size of each class should exceed 28. In the schools for minor trades, an effort is also made to separate students from nationalized firms from those representing private enterprises. If class groups are too small in any trade group, attempts are made to unite classes from several counties.

The courses of study are prepared by the German Institute for Vocational Education. On the basis of these courses, teachers prepare a detailed distribution of the work for a given period. After these are approved by the director of the school, they are posted for the information of the students.

Table 7 illustrates the curriculum for some typical trade groups requiring a 3-year apprenticeship.

The hours of study per week and the distribution among subjects is identical with the above for 2½- and 2-year programs.*

A large number of orders, instructions, and guidelines have been issued, regulating every detail of vocational education in many different trades. Standard forms have been issued for apprenticeship contracts, both for "socialistic" and for private

* Ibid., III, P. 2.

• *Das Berufsschulwesen in der Sowjetzone*, P. 12.

Table 7.—Program of studies for a 3-year apprenticeship.

Subject	Year		
	1	2	3
Theoretical subjects dealing with the trade.....	5	5	5
Natural science.....	3	3	3
Social studies.....	4	4	4
Physical education.....	2	2	2
TOTAL.....	14	14	14

enterprises. The director of each school is responsible for keeping his staff, the students, the parents, and the workers in industry informed of all developments in vocational education and of all current regulations and requirements.

EXAMINATIONS

All students are required to take interim and final examinations. In 2-year courses, an interim examination is given at the end of the first year, in 2½- or 3-year courses, at the end of each of the first 2 years. These examinations determine whether a student can continue in his course and are a prerequisite for the final examination.

The final examination consists of two parts, the theoretical and the practical examination. The first part is written and covers the natural sciences, social studies, and theoretical trade subjects. The second part is carried out by a five-member examining commission. The chairman must have 6 years of experience in the trade, including 3 years as a staff-member of a vocational school. The other members consist of a teacher from a school in which the student was not enrolled, a teacher from his own school, a master from industry, and a representative of production. For students from private enterprise, handicrafts, or agriculture, an additional teacher representing the particular field is added to the commission.

STIPENDS

In 1956, regulations were issued for the payment of stipends to students. To qualify for a stipend, a student must be making satisfactory progress in both his theoretical and practical studies, must have an exemplary record of conduct in the school, in the

firm where he is apprenticed, and in student quarters, and must be in need of financial help. Decisions on stipends are made by the Division of Labor and Vocational Education of the county council.⁹ The maximum stipend usually is 50 East Marks per month.

CONTINUING EDUCATION

The great majority of students in the vocational schools enter a trade immediately upon graduation. They have the opportunity, however, to enter full-time technical schools, which open an avenue for further study at the university level. A considerable number of graduates enter the workers-and-peasants' faculties of the universities after they have worked for a number of years.

ADVISORY COUNCILS

Two types of advisory bodies have been established: The council for instruction and training and the commission on methodology.

The council for instruction and training advises the director of the school on the improvement of instruction, and the organization of the school. It analyzes the effectiveness of the program, makes recommendations for competitive activities between classes and schools, assists in sponsorship relations, examines teachers' reports, and considers request or complaints from parents. It also discusses the director's report to the public. The council consists of the director as chairman, his deputy, one to three qualified teachers, a master from trade or industry, a training director from a nationalized industry, and a training director from private enterprise.

The commission on methodology advises the teachers on lesson plans, develops teaching materials, observes the extent to which courses of study are fulfilled, and assists in the improvement of practical instruction. When special problems are under discussion, activists, representatives of trade or technical associations, public leaders, scientists, and others may participate.¹⁰

Technical Education

The system of technical schools plays a major role in the total educational program of the Soviet Zone. Here the high degree

⁹ Ibid., P. 15.

¹⁰ Ibid., P. 11-12.

of specialization, characteristic of Soviet education, manifests itself—a specialization that extends into university education. Although the total enrollment is about one tenth of that in the vocational schools (about 63,000: 601,000 in 1956), this enrollment consists of full-time students who will fill the middle positions in industry, between the professional staff, including managers and engineers, and the great mass of workers, most of whom have been trained through combined apprenticeship and part-time vocational training. The Soviet Zone authorities therefore, place great emphasis both on the technical and the political education offered in these schools. "The students now enrolled in the technical schools must master the economic laws of socialism, for they, together with the workers and the scientists, will make socialism a reality."¹¹

CONTROL

Technical education is under the control of the State Secretariat for Higher and Technical Education, although many of the schools themselves are operated by other Ministries. The decree of the Council of Ministers issued on February 13, 1958, defined the State Secretariat as "the central agency of the Government in the education of the scientific-technical personnel for the development of socialism" and outlined its responsibilities in detail:

- a. Determination of the content and structure of technical education as well as of the principles of technical instruction and training on the basis of the most advanced science and the most recent understanding of the practices of socialistic development;
- b. Approval of study plans;
- c. Issuance of courses of study and instructional materials for general education and for basic science courses.
- d. Establishment of principles for the preservice and inservice education of technical teachers and professors in cooperation with pertinent scientific agencies;
- e. Issuance of basic directives for the organization of technical education, especially regarding:
 - school regulations,
 - the conduct of instruction for the school year,
 - teachers' salaries,
 - stipends,
 - selection and admission of students,
 - guidance and assignment of graduates;
- f. Appointment and dismissal of school directors and their deputies.

¹¹ *Die Fachschule*, Nr. 5/1957 p. 170. As quoted in *Das Fachschulwesen in der Sowjetzone*, Bonn: Bundesministerium fuer Gesamtdeutsche Fragen [1958]. P. 2.

- g. Planning and distribution of funds for the schools directly under the Secretariat.¹³

In 1958 the following Ministries were abolished: Ministry of Labor and Vocational Education, Ministry for Coal and Energy, Ministry of Mining and Smelting, Ministry for the Chemical Industry, Ministry for Heavy Machinery Construction, Ministry for Light Industry, and Ministry for the Food Industry.¹⁴

The schools that had been operated by these Ministries were reassigned either to the State Secretariat for Higher and Technical Education, to combinations of National Industries, or to the Department of Technical Education of the County Councils. In 1957 there were 307 technical schools in the zone.¹⁴

TYPES OF SCHOOLS

Among the technical schools are schools of engineering, technology, building construction, agriculture, gardening, forestry, water power, graphic arts, nursing, medical-technical assistants, dieticians, social work, dentists, nursery workers, midwives, kindergarten teachers, foreign languages, applied arts, music, acting, artistic dance, library science, business management, and others. Three schools for building construction, those in Gotha, Blankenburg/Harz, and Neustrelitz, emphasize rural construction. Similar courses have recently been added in Leipzig, Goerlitz, and Magdeburg. The school for Radio in Weimar trains assistant editors and reporters. The schools for Agriculture in Beelitz and Fuerstenwald train bookkeepers for nationalized industries and for Machine-Tractor Stations and Agricultural Production Co-operatives.

The Technical School for Planning and Statistics in Berlin, operated directly by the State Secretariat, trains a "middle cadre" for the central planning and statistical offices and for other administrative agencies.

Fifteen of the technical schools operated by the Ministry of Culture are preliminary schools, 13 for music, and 2 for applied arts. The course comprises 4 years, after which the students are eligible for admission to the regular technical schools.

¹³ "Verordnung ueber die weitere sozialistische Umgestaltung des Hoch- und Fachschulwesens in der DDR vom 18. Februar 1958." (Decree concerning the further socialist transformation of Higher and Technical Education in the DDR.) Ministerrat der DDR. *Gesetzblatt I*, 1958, P. 175-182.

¹⁴ "Gesetz ueber die Vervollkommung und Vereinfachung der Arbeit des Staatsapparates in der DDR vom 11. Februar 1958." P. 117.

¹⁵ *Das Fachschulwesen in der Sowjetzone*, P. 5.

ADMISSION OF STUDENTS

In March 1956, the State Secretariat for Higher and Technical Education issued new regulations for the admission of graduates of middle and secondary schools to the technical schools. Applicants must fulfill the following conditions:

1. Satisfactory development in relation to the educational objectives of the German democratic school;
2. Certificate of maturity or of middle maturity;
3. Recommendation from the secondary or the middle school.
4. Physical and mental suitability for the chosen profession."

The recommendation from the secondary or middle school must contain "an evaluation of the scholastic achievements and social behavior as well as of character and moral behavior."¹⁶

Applicants who fulfill the above requirements can be admitted without having had vocational training. The following conditions apply to all others:

1. A positive viewpoint toward the policies of the Government of the German Democratic Republic;
2. Technical suitability, evidenced by:
 - a. Completion of vocational training (examinations for skilled workers) or,
 - b. An equivalent work record;
3. A general background adequate for the requirements of the course of study.
4. Applicants should generally be over 17 and under 30 years of age."

Veterans of the Peoples' Army or the Peoples' Police are given preference in the admission to technical schools. Experience and knowledge gained during their period of service is also given consideration. Graduates of workers-and-peasants' faculties who desire to continue their education in a technical school apply for an interview with an admissions committee at the school they wish to attend. Their studies are planned with special consideration for the economic needs of the State.¹⁷

The Director of the Department of Technical Education indicated in a speech in 1957 that much higher entrance requirements would be introduced in September 1959, namely, completion of the middle school and the vocational school. Beginning in April 1957,

¹⁶ "Neuaufnahmen zum Fachschulstudium fuer Absolventen der Mittel- und Oberschulen zu Beginn des Studienjahres 1956/57, vom Maerz 1956." (New Admissions to Technical Schools for Graduates of the Middle and Secondary Schools, beginning with the academic year 1956-57. As quoted in *Das Fachschulwesen in der Sowjetzone*. Bonn: Bundesministerium fuer gesamtdeutsche Fragen, 1958. P. 12.

¹⁷ Loc. cit.

¹⁸ "Das Studium an den Fachschulen der Deutschen Demokratischen Republik." (Study in the Technical Schools of the German Democratic Republic.) As quoted in *Das Fachschulwesen in der Sowjetzone*. P. 12.

¹⁹ *Das Fachschulwesen in der Sowjetzone*. P. 12.

special 2-year preliminary courses were opened in adult education centers to enable workers to achieve a general education equivalent to completion of the middle school. Both the Ministry of Public Education and the State Secretariat for Higher and Technical Education have made repeated efforts to obtain students for these courses.¹⁹

PROGRAM OF STUDIES

The period of study at technical schools usually is 3 years. Each school year, beginning September 1, consists of 10 months of study. Following the first and second years, the student is required to complete a 1-month practicum in industry.

Courses of study are prepared by the State Secretariat, or they are prepared by the schools themselves and are approved by the State Secretariat. The State Secretariat has published specific schedules, binding in all technical schools, for four types of students. These schedules are presented in Tables 8-11.

A 2-year evening course has also been developed. It corresponds to the first 2 years of table 10, except that the 2 hours of industrial economics, shown in the 3rd and 4th years, must be included.

Evening study²⁰ and correspondence study²¹ were introduced to enable workers to continue their education without interrupting their employment. These courses are open, in general, to persons who have completed the vocational school, have had 2 or more years of experience in the field of study they desire to pursue, and pass an entrance examination. Under certain conditions, it is possible to transfer from one to the other or to full-time study, but the student must have completed at least one annual interim examination in the course he is pursuing, and he must be acceptable to the institution he desires to enter.

The official magazine for technical education published the following statistics in May 1957: Students enrolled in correspondence study, 27,782; students enrolled in evening classes in 1952, 4,346 and in 1956, 30,294.²²

Heinz Illing, director of evening and correspondence study at the Technical School for Internal Trade in Dresden, reported as follows in January 1957:

¹⁹ Ibid., P. 12-13.

²⁰ "Anordnung ueber die Einrichtung, Organisation und Durchfuehrung des Fachschulabendstudiums fuer Werktaetige vom 10. Mai 1957." (Regulations for the Establishment, Organization and Operation of Evening Study for Workers.) *Gesetzblatt I*, 1957, P. 322.

²¹ "Anordnung ueber die Einrichtung, Organisation und Durchfuehrung des Fachschulfernstudiums fuer Werktaetige vom 21. July 1956." (Regulations for the Establishment, Organization and Operation of Correspondence Study for Workers.) *Gesetzblatt I*, 1956, P. 609.

²² *Die Fachschule*, 5/1957, P. 170.

Table 8.—Program of studies in technical schools for elementary school graduates with completed vocational training.¹

Subject	Semester						Total hours
	1	2	3	4	5	6	
Social studies.....	5	5	4	4	2		380
German.....	3	3	2	2			190
Russian.....	3	3	2	2			190
Technical subjects.....	25	25	26	26	30	34	3,154
Industrial economics (included in the preceding item).....			(3)	(3)	(3)	(3)	(228)
Physical education.....	2	2	2	2	2		190
Total hours per week.....	38	38	36	36	34	34	4,104

¹ *Das Fachschulwesen in der Sowjetzone*, P. 16.Table 9.—Program of studies in technical schools for middle and secondary school graduates.¹

Subject	Semester						Total hours
	1	2	3	4	5	6	
Social studies.....	5	5	4	4	2		380
German.....	2	2	1	1			114
Russian.....	2	2	2	2			152
Technical subjects.....	27	27	27	27	30	34	3,268
Industrial economics (included in the preceding item).....			(3)	(3)	(3)	(3)	(228)
Physical education.....	2	2	2	2	2		190
Total hours per week.....	38	38	36	36	34	34	4,104

¹ *Das Fachschulwesen in der Sowjetzone*, P. 16.Table 10.—Program in technical schools for evening study (5 years).¹

Subject	Year					Total hours
	1	2	3	4	5	
Social studies.....	2	2	2	1		266
German.....	1	1	1			114
Technical subjects.....	9	9	9	11	12	1,900
Industrial economics (included in the preceding item).....			(2)	(2)	(1)	190
Total hours per week.....	12	12	12	12	12	2,280

¹ *Das Fachschulwesen in der Sowjetzone*, P. 16.

Table 11.—Program in technical schools for correspondence study (5 years.)¹

Subject	Year		Total hours
	1 to 2	3 to 5	
Social studies	400		400
German	200		200
Technical subjects	840	2,160	3,000
Industrial economics (included in the preceding item)		(270)	(270)
Total hours	1,440	2,160	3,600

¹ *Das Fachschulwesen in der Sowjetzone*, P. 17.

A very significant point in correspondence and evening study is the fluctuation. It is a fact, that under normal conditions the number of colleagues to be accepted for study should be determined by the requirements for cadre specified in the plans of the various ministries. . . . Often these conditions lead to the specification of utopian figures for the number to be admitted annually. As a result, both eyes are closed during the entrance examination [referring to the German proverb, 'to close an eye' when a deficiency is overlooked], . . . Under such conditions it follows necessarily that there will be great fluctuations in the first days and weeks of study simply because a large number of persons begin to study who should not have been admitted under sensible entrance requirements. . . ."

In 1956, the Department of Technical Education issued special recommendations for the introduction of elementary atomic physics into the curriculum of the technical schools so that graduates would have some familiarity with the use of atomic physics in industry, for example, in the handling of radioactive isotopes. The material was to be developed within the framework of the chemistry and physics course. In engineering and agricultural schools, at least 19 hours and in medical technology at least 12 hours was set as a minimum. The first correspondence lesson in atomic physics, issued in July 1956, was recommended as a preliminary standard. The content of this lesson consists of the subjects listed at the top of page 67.²⁴

The 1-month practicum in industry became obligatory in 1953-54. In 1955, the State Secretariat issued an order requiring all firms in which the practicums were carried out to place a responsible employee in charge of the program and to report on

²⁴ Illing, Heinz. "Ueber den Aufbau und die Arbeit unserer Abteilung Fernstudium." *Die Fachschule*, 1/1957, P. 25-26.

²⁵ "Empfehlung ueber die Vermittlung von Grundkenntnissen auf dem Gebiete der Atomphysik im Unterricht an den Fachschulen." (Recommendation for the Presentation of Basic Knowledge on the Subject of Atomic Physics in the Instruction at Technical Schools.) As quoted in *Das Fachschulwesen in der Sowjetzone*, P. 18.

Subject	Hours
General physical background	1
The structure of the atom	2
Radioactivity	2
The atomic nucleus and its energy	3
Splitting the atom and atomic energy	7
Radioactive isotopes and their uses	2
Cosmic rays	2
	<hr/> 19

each participant. Teachers of the technical schools are expected to plan and supervise the practicum.

EXAMINATIONS

Interim examinations are given at the end of each year. The results of these examinations determine whether a student can continue in the course he is taking.

Final examinations are given when a student completes the total program of his school, usually at the end of 3 years. These consist of three parts:

1. A home assignment, in which the student must demonstrate whether he has mastered "the political, technical, and economic problems" of the assignment that had been given him.
2. Written examinations in social studies, German, Russian, two to four subjects from his technical field.
3. Oral examinations, consisting of two questions from two different fields, each to be discussed about 15 minutes.

The examination commission for the final examination consists of the director of the school or his representative as chairman unless a chairman is provided by a socialized industry or by the county council; the examining teachers; two or three representatives from industry or institutes representing the major field of the technical school; a representative of the Free German Youth of the county or administrative district.²⁵

Students who make outstanding records are eligible to receive "diplomas." Other successful students receive statements showing that they have completed the program of the school. Students with diplomas receive special consideration in their further professional and social development. Not only a student's school record, but his total behavior is considered in the awarding of diplomas.

²⁵ "Prüfungs-Ordnung fuer Zwischen -und Abschlussprüfungen vom 26. Januar 1956." (Examination Regulations for Interim and Final Examinations.) As quoted in *Das Fachschulwesen in der Sowjetzone*. P. 18.

STIPENDS

Regulations for the granting of stipends list four conditions of eligibility:

1. Students must support the Workers'-and-Peasants' State and must respect and protect the peoples' property.
2. Students must take an active part in social life inside and outside the school.
3. Students must actually support all measures that are taken for the safety and protection of the German Democratic Republic.
4. Students must demonstrate good study habits and must fully meet the requirements of the interim examinations, seminars, and practicums.²⁶

Stipends vary according to the origins of the student, the highest being paid to workers and their children; to farmers who are members of production cooperatives or individual farmers who are classified as workers and their children; and to orphans.²⁷

THE FACULTY

The basic standard for appointment to the faculty of a technical school is completion of a university education. This standard, however, has never been approached in practice. In fact, the law establishing the second 5-year plan specified that by 1960, 60 percent of the teachers at technical schools shall be university graduates.²⁸ The schools are staffed by drawing large numbers of teachers from industry and providing some training for them. Great emphasis is placed on the political training of technical school teachers. A more detailed discussion of teacher training will appear in a subsequent chapter.

²⁶ "Verordnung ueber die Gewaehrung von Stipendien an Studierende der Fachschulen der DDR vom 1. Juni 1956." (Regulations for the Granting of Stipends to Students in the Technical Schools of the DDR.) *Gesetzblatt I*, 1956, P. 487.

²⁷ *Das Fachschulwesen in der Sowjetzone*. P. 13.

²⁸ "Gesetz ueber den Zweiten Fuenfjahrplan . . . vom 9. Januar 1958." (Law Concerning 5-Year Plan.) *Gesetzblatt I*, 1958, P. 41-68.

CHAPTER V

Higher Education

THE HIGHER EDUCATION SYSTEM of the Soviet Zone consists of six general universities and the Dresden Institute of Technology, all of which have a long history, and a large number of specialized institutions of university rank, most of which have been established within the last few years. For the sake of simplicity, throughout this chapter "university" will be used as a generic term to specify all the institutions of higher education except when titles of specific institutions are cited.

Institutions of University Rank

The following is a complete list of all institutions of university rank and the fields in which they specialize:

1. Humboldt University, East Berlin (formerly Friedrich-Wilhelms University).

Eleven faculties: philosophy, mathematics-science, law, agriculture, forestry, medicine, veterinary medicine, economics, education, theology, and Workers-and-Peasants' Faculty.

2. Karl-Marx University, Leipzig (formerly University of Leipzig).

Ten faculties: philosophy, mathematics-science, law, agriculture, medicine, veterinary medicine, economics, journalism, theology, and Workers-and-Peasants' Faculty.

Correspondence study: Agriculture and journalism.

3. Martin Luther University, Halle-Wittenberg, Halle.

Eight faculties: philosophy, mathematics-science, law, agriculture, medicine, economics, theology, and Workers-and-Peasants' Faculty.

4. Friedrich Schiller University, Jena.

Seven faculties: philosophy, mathematics-science, law, agriculture, medicine, theology, and Workers-and-Peasants' Faculty.

5. University of Rostock, Rostock.

Eight faculties: philosophy, mathematics-science, agriculture, medicine, economics, ship-building, theology, Workers-and-Peasants' Faculty; Institute of Physical Education.

6. Ernst Moritz Arndt University, Greifswald (formerly University of Greifswald).
Five faculties: philosophy, mathematics-science, medicine, theology, Workers-and-Peasants' Faculty.
7. Institute of Technology (Technische Hochschule), Dresden.
Eleven faculties: Mathematics-science, civil engineering, mechanical engineering, technology, electrical engineering, engineering economics, forestry, vocational teacher training and fine arts, aeronautics, atomic technology, Workers-and-Peasants' Faculty.
Major Department of Evening and Correspondence Study: civil, mechanical and electrical engineering, chemistry, physics, and engineering economics.
8. School of Mines (Bergakademie), Freiberg/Saale.
Two faculties: Natural science and related fields, mining and smelting.
9. School of Architecture and Building (Hochschule fuer Architektur und Bauwesen), Weimar.
Four faculties: architecture, building construction, building materials, Workers-and-Peasants' Faculty.
10. School of Transportation (Hochschule fuer Verkehrswesen), Dresden.
Three faculties: transportation technology, transportation construction, and economics of transportation and communications.
11. School of Electrical Technology, (Hochschule fuer Electrotechnik), Ilmenau/Thuringia.
Three faculties: basic technical subjects, high voltage technology, low voltage technology.
12. School of Heavy Machinery Construction, (Hochschule fuer Schwermaschinenbau), Magdeburg.
Two faculties: basic technical subjects and heavy machinery construction.
13. School of Machine Construction (Hochschule fuer Maschinenbau), Chemnitz (Karl-Marx Stadt).
Four Faculties: basic technical subjects, machine construction, engineering economics, Workers-and-Peasants' Faculty.
14. School of Building Construction (Hochschule fuer Bauwesen), Leipzig.
Steel and bridge construction, massive and reinforced concrete construction. (Five-year program leading to the degree of Diploma-Engineer.)
15. School of Building Construction (Hochschule fuer Bauwesen), Cottbus.
Urban building, construction economics, road and street construction. (Five-year program leading to the degree of Diploma-Engineer.)
16. School of Education (Paedagogische Hochschule), Potsdam.
Training of teachers for the secondary schools; scientific counsel for the study of social science, education, psychology, physical edu-

cation; Workers-and-Peasants' Faculty for social sciences, mathematics-science, and biology.

17. German School of Physical Culture (Deutsche Hochschule fuer Koerperkultur), Leipzig.

Three-year program for sport teacher with diploma, specialized for mass and competitive sports. Department of Correspondence Study: Five-year course, the equivalent of the above. Workers-and-Peasants' Faculty.

18. School of Economics (Hochschule fuer Oekonomie), Berlin-Karlshorst. Opened on August 1, 1956, replacing the following two predecessor institutions: Hochschule fuer Oekonomie und Planung, Berlin-Karlshorst, and Hochschule fuer Finanzwirtschaft, Berlin.)

Programs for the following:

- a. University cadre for economic planning, to be assigned to State planning agencies, administrative agencies, and to socialized industries.
- b. Statisticians.
- c. Industrial economists.
- d. Financial economics-banking, insurance, State finance agencies.
- e. Cadre for specialized economic fields, such as purchasing agents.

19. School of Political Science and Law "Walter Ulbricht" (Deutsche Akademie fuer Staats-und Rechtswissenschaft "Walter Ulbricht"), Potsdam-Babelsberg.

Development of leading functionaries for local and central State agencies, lawyers for the judicial system and for other State agencies and applicants for the foreign service; selected from the ranks of "peasants, working farmers, the working intelligentsia and their children."

Resident course—3 years; correspondence course—3 to 5 years.

20. School of Internal Trade (Hochschule fuer Binnenhandel), Leipzig.

Two years preparatory instruction; university-level instruction beginning in the third year in State trade, cooperative trade, "peoples" purchasing firms. Degree of "Diplom-Wirtschaftler."

21. School of Foreign Trade (Hochschule fuer Aussenhandel), Staaken. Development of cadre for foreign trade through resident and correspondence study.

22. School of Chemistry (Technische Hochschule fuer Chemie), Merseburg. (Established in Halle June 30, 1954; transferred to Merseburg September 1, 1955).

23. Central School of Agricultural Production Cooperatives (Zentrale Hochschule fuer Landwirtschaftliche Produktionsgenossenschaften), Meissen.

Development of leaders for the cooperatives. Course includes social science, agricultural economics, animal husbandry, crops, mechanization of agriculture, and natural science: Diploma in agriculture (Diplom-Agronom).

24. School of Plastic and Applied Arts (Hochschule fuer Bildende und Angewandte Kunst), Berlin.



- Industrial design, furniture, ceramics, textiles, painting, sculpture, graphics, stage design, theater costumes, decorative architecture. Three- to 5-year course. Prior attendance at a technical school in these fields reduces the length of the university course.
25. School of Plastic Arts (Hochschule fuer Bildende Kuenste), Dresden.
Painting, sculpture, graphics, stage design.
Workers-and-Peasants' Faculty. Five-year course.
 26. School of Graphics and Book Production (Hochschule fuer Grafik und Buchkunst), Leipzig.
Graphics, typography and cover design of books, photographic methods. Five-year course leading to a diploma.
 27. German School of Music (Deutsche Hochschule fuer Musik), Berlin.
Instrumental soloists, vocal soloists for opera and concerts, conductors, composers, teachers of music, orchestra members, and students of music theory. Workers-and-Peasants' Faculty. Five-year course leading to diploma.
 28. School of Music (Hochschule fuer Musik), Weimar.
Same program as Berlin, plus courses for school and church music.
 29. School of Music (Hochschule fuer Musik), Leipzig.
Same program as Weimar.
 30. School of Music (Hochschule fuer Musik), Dresden.
Same program as Berlin with exception of music theory.
 31. School of the Theater (Theaterhochschule), Leipzig.
Actors, directors, dramaturgists, theater critics. Three-year course at the school with a 4th year in the theater, leading to a diploma.
 32. German School of the Motion Picture Arts (Deutsche Hochschule fuer Filmkunst), Potsdam-Babelsberg.
Film direction, science of motion pictures, camera, acting, motion-picture comedy. Four- to 5-year courses leading to a diploma.
 33. Institute of Agronomy (Institut fuer Agronomie), Neugattersleben.
Diploma in agriculture (see item 23).
 34. Institute of Zoological Technology (Institut fuer Zootechnik), Guestrow-Schebernack.
Social Science, animal husbandry, agricultural economics, crops, mechanization of agriculture, natural sciences. Two-year program leading to a diploma (Diplom-Zootechniker).
 35. Institute of Agricultural Economics (Institut fuer Agraroeconomie), Barnburg (until Sept. 30, 1957: Potsdam).
Trains "deserving practitioners" of the socialized farms and production cooperatives for diplomas in agricultural economics in a 2-year course. Also issues 3-year diplomas in economics.
 36. Pedagogical Institute (Paedagogisches Institut), Guestrow.
Training of teachers for the intermediate level (grades 5-8) in biology-chemistry, mathematics-physics, and Russian.

37. Pedagogical Institute (Paedagogisches Institut), Dresden.
As above. Fields: geography and history.
38. Pedagogical Institute (Paedagogisches Institut), Leipzig.
As above. Fields: German and Russian.
39. Pedagogical Institute (Paedagogisches Institut), Halle.
As above. Fields: biology-chemistry, mathematics-physics, physical education-biology.
40. Pedagogical Institute (Paedagogisches Institut), Muelhausen.
As above. Fields: Biology, chemistry.
41. Pedagogical Institute (Paedagogisches Institut), Erfurt.
As above. Fields: German, art education.
42. Pedagogical Institute (Paedagogisches Institut), Chemnitz (Karl-Marx-Stadt).
Field: Physical education.
43. School of Medicine (Medizinische Akademie), Dresden.
Same function as the faculty of medicine at a university; development of a "medical cadre."
44. School of Medicine (Medizinische Akademie), Erfurt.
As above.
45. School of Medicine (Medizinische Akademie), Magdeburg.
As above.¹
46. Institute of Archival Science, Potsdam.

INDUSTRY INSTITUTES

In 1954 the State Secretariat for Higher Education issued regulations for the establishment of Industry Institutes at institutions of higher education. The purpose of these Institutes is to develop functionaries for industry from the ranks of the working classes. "... highly gifted members of the working classes, who have proven themselves as leading functionaries in the economy or in administration, or as activists or planners have demonstrated their ability for leading positions in firms of the socialized economy, are to be delegated for study."²

Each Institute has three departments: basic subjects in natural science, technical subjects, and economics. They are parts of the university at which they are established. The usual period of study is 2 years, followed by a State examination. Graduates

¹ *Universitäten und Hochschulen in der Sowjetzone.* (Universities and Institutions of University Rank in the Soviet Zone.) Nach dem Stand vom Juli 1957. Bonn: Bundesministerium fuer Gesamtdeutsche Fragen, 1957, P. 8-13.

² *Ibid.*, P. 12.

receive a certificate as Diploma-economists of the Industry Institute.³

Control of Higher Education

Until 1951, institutions of higher education were controlled by a Department within the Ministry of Public Education. In 1951, however, a thorough reorganization was undertaken, placing higher education under the control of an independent "State Secretariat of Higher Education." At the same time, the Department for Higher Education in the Ministry was abolished as well as the Department of Higher Education in the various provincial Governments. Higher education was declared to be the "responsibility of the Republic."⁴ Dr. Gerhard Harig was appointed head of the new Secretariat, with the title of State Secretary. In 1957, he returned to his teaching position at Karl-Marx University (University of Leipzig) and was replaced by Dr. Wilhelm Girus. The Secretariat is also responsible for technical schools. In recent literature the title frequently appears as "State Secretariat for Higher and Technical Education," but official documents continue to use the shorter form.

The order for reorganization of higher education defines the responsibilities of the State Secretariat as follows:

1. Carrying out the basic social science courses and language instruction required of all students. Guidelines are to be published by the Secretariat in cooperation with the State Planning Commission and with technical ministries concerned with higher education.
2. Carrying out specialized study in the sense of "progressive" science, in cooperation with the State Planning Commission and the technical Ministries.
3. The consistency of all regulations for higher education (structure, statutes, course requirements, examination regulations, etc.).
4. Approval of all academic regulations (courses of study, lecture programs, schedules, etc.) on the basis of recommendations from the Planning Commission and the technical ministries.
5. Coordination of the expansion of existing institutions or the development of new universities, faculties, institutes, and departments.
6. The consistency of teaching in the natural sciences, in cooperation with the Planning Commission.

³ "Anweisung Nr. 87 ueber die Verleihung eines Grades an die Absolventen der Industrie-Institute vom 29. Juni 1956." (Instructions for the Granting of a Degree to Graduates of the Industry Institutes.) As quoted in *Universitaeten und Hochschulen in der Sowjetzone*, P. 18.

⁴ "Verordnung ueber die Neuorganisation des Hochschulwesens vom 22. Februar 1951." (Order for the Reorganization of Higher Education.) *Geistesblatt*, 1951, P. 123.

7. The appointment of professors and lecturers and the confirmation of rectors, prorectors, directors, deans, and assistant deans on the basis of recommendations from the Planning Commission or the responsible ministries and with the concurrence of the Ministry of Interior.
8. The development of future university staff members.
9. The determination of student quotas based on the economic plan, as well as the regulation of all student affairs, including examinations, transfers from one institution to another or from one subject field to another, stipends, etc.
10. All basic problems regarding the workers-and-peasants' faculties.
11. Regulation of scientific libraries, museums, and related institutions.
12. The provision of scientific materials and literature for the universities, especially "university literature of the Soviet Union," and with teaching materials emphasizing the main points of the economic plans.

Under the above reorganization, technical ministries retained direct operational control of technical institutions in their fields. The Thirty-Second Plenary Session of the Central Committee of the SED passed a resolution in 1957 to place "all institutions of higher-education—with the exception of the School of Education at Potsdam, the pedagogical institutes, and the schools for the fine arts [art, applied arts, music]—under the control of the State Secretariat in order to assure unified political, scientific-technical, and organizational leadership."³ The Technical ministries retained the general responsibility for the technical supervision of instruction and research in their respective areas of specialization.

SCIENTIFIC ADVISORY BOARDS

In 1952, the Council of Ministers passed a resolution to establish Scientific Advisory Boards to assist the State Secretariat in its work. These boards consist of scientists and specialists in the various fields. The specialist in the Secretariat for a particular field serves as secretary for the corresponding board. The function of the boards is to raise the level of teaching, study, and research. They review study plans, bibliographies, research proposals, textbooks, and methods of teaching. They also play a part in the selection and promotion of faculty members.⁴

³ Neues Deutschland, 21. Juli 1957, as quoted in *Universitäten und Hochschulen in der Sowjetunion*. P. 8.

⁴ "Richtlinien fuer die Bildung wissenschaftlicher Beiräte beim Staatssekretariat fuer Hochschulwesen." (Guidelines for the Formation of Scientific Advisory Councils for the State Secretariat of Higher Education.) As quoted in *Universitäten und Hochschulen in der Sowjetunion*. P. 8.

PERSONNEL ACTIONS

The State Secretariat issued regulations in 1953 that deal with the appointment and release of all university personnel from the rector to ordinary laborers. Contrary to university tradition, this directive removes almost all final authority for personnel action from the university and places it in the State Secretariat. Of the 10 categories listed, only 3 do not require confirmation by the Secretariat. Even in these cases, however, action taken must be reversed if the Secretariat raises objections.¹

Organization of Universities

THE RECTOR

The rector is the head of the university and corresponds approximately to the president of an American university. He is elected by the university senate for a limited term and is almost invariably a full professor. He usually retains a teaching function during his period of service and returns to his professorship upon its termination.

The rector is responsible for the total administration of the university, including the academic and the research program, the fiscal administration, plans for the development of the university, "progressive" work and study methods, and the cultural program. He is assisted by a department of personnel, a department of planning and statistics, and by a business manager who is in charge of all fiscal matters.

THE PRORECTORS

A major change in traditional German university organization was introduced by the third implementation regulation to the reorganization law of 1951. This provided for four prorectors (vice presidents), to be appointed by the State Secretariat, as follows:

1. Prorector for compulsory social science studies and for all general courses in Russian language and literature and in German language and literature, to be selected from among the professors.

¹ "Sechzehnte Durchfuhrungsbestimmung zur Verordnung ueber die Neuorganisation des Hochschulwesens—Bearbeitung der Kaderangelegenheiten der Universitaeten und Hochschulen —vom 10. November 1953." (Sixteenth Implementation Regulation for the Reorganization of Higher Education—Action on Cadre Matters of the Universities and other Institutions of University Rank.) *Gesetzblatt*, 1953, P. 1171-1172.

2. Prorector for research activities of the university and for evening and correspondence study, to be selected from among the professors.
3. Prorector for the development of future university staff (aspirants).
4. Prorector for student affairs.*

The primary function of the prorector for student affairs is to develop a reliable socialistic cadre among the students.

THE BUSINESS MANAGER

The business manager is responsible for the detailed fiscal administration and for the development of economy in all phases of the university's work. With the approval of the rector, he appoints administrative and custodial personnel.

THE SENATE

The senate consists of the rector, the prorectors, the business manager, the deans, director of the workers'-and-peasants' faculty, director of the library, director of the department for evening and correspondence study, and three members of the faculty. The latter are nominated by the rector and confirmed by the appropriate Ministry. Whenever student affairs or student regulations are discussed, a representative of the Free German Youth group at the university participates in the meeting. He has an advisory vote. The rector may also appoint leading representatives from outside the university who are in the field for which the university trains students. These appointments must be confirmed by the interested Ministry.

The senate elects the rector; reviews the annual and semester teaching plans as well as the reports of the various departments of the university; reviews research plans and teaching methods; promotes the academic and scientific life of the university.

THE DEAN

The dean is the head of his "faculty." The term "faculty" is used in the usual European sense, namely, the faculty of a particular field of learning rather than the teaching staff as a whole, such as the faculty of medicine or the faculty of law.

* "Dritte Durchfuhrungsbestimmung zur Verordnung ueber die Neuorganisation des Hochschulwesens, betr. Einsetzung von Prorektoren fuer besondere Aufgabengebiete vom 21. Mai 1961." (Third Implementation Regulation for the Reorganization of Higher Education, concerning the Appointment of Prorectors for Special Tasks.) *Gesetzblatt*, 1967, P. 491.

THE FACULTY COUNCIL

Each faculty has a council consisting of the dean, the assistant dean, the heads of departments, the directors of the institutes, the professors, the teachers of the compulsory social science basic courses, and three additional members of the teaching staff. In any discussions of student affairs, a representative of the Free German Youth participates. Representatives from outside the university can also be added, just as in the senate.

The faculty council elects the dean and the assistant dean; it guides the teaching and research work of the faculty. One of its major assignments is the "improvement of a democratic political consciousness." It also supervises the granting of doctor's degrees and "habilitation," the typical preliminary step at German universities for becoming a member of a university staff, consisting of a thesis and trial lectures given before the faculty.

DEPARTMENT HEADS

The head of a department has the immediate responsibility for the planning and supervision of the work of his department and for the improvement of instruction.

It is apparent from the above presentation that the traditional autonomy of the German university, interrupted during the Nazi regime in all of Germany from 1933-45, has not been restored in the Soviet Zone. This is evidenced especially by the close control exercised over personnel actions by the State Secretariat. The traditional right of a faculty to elect its own members, its deans and assistant deans, as well as the members of the Senate, has practically disappeared.*

THE FACULTY

When the universities reopened after World War II, they were staffed by former professors and lecturers who had passed the screening imposed by the Soviet occupation authorities. After almost 15 years of occupation, an increasing percentage of the staff consists of young members trained within the Zonal system of education. Definite steps have been taken to provide future university professors. Among such steps is the development of "scientific aspirants" and assistants who will eventually become staff members.

* *Universitäten und Hochschulen in der Sowjetzone*, P. 4-8.

At all universities with adequate research facilities, provisions were made in 1951 for the development of "aspirants." These are young scholars working for a doctor's degree or for "habilitation." They receive monthly stipends and funds for books. The study of Russian is compulsory. Each aspirant must be able to utilize the Russian scientific literature in his field.

Assistants are employees of the university who work with professors both in teaching and research. They must be university graduates and must have "a positive viewpoint toward the German Democratic Republic and its constitution."¹⁰ In addition to assisting the professors, they are expected to carry on their own study and research with a view toward becoming future members of the full-time teaching and research staff.

In 1957, the State Secretariat issued regulations for the disciplining of university faculty members. The preamble to the regulations defines the duties of a university faculty member as follows:

The university faculty members in the German Democratic Republic bear a heavy responsibility in their teaching and research work as well as in the training of the students to become citizens who, working independently in research, are able and willing to utilize and apply the knowledge they have received in the interests of the State.

The university faculty members are State employees with highly specialized tasks that arise out of their responsibility for training the future leaders of the State administration as well as of scientific and cultural life.

It is therefore necessary to issue special regulations for the disciplinary responsibility of the university faculty members . . ."

Discipline may consist of reprimand, censure, severe censure, or dismissal. The disciplinary committee consists of the rector or his representative as chairman, two permanent members nominated by the rector, one faculty member nominated by the rector, one faculty member nominated as a permanent member by the union leadership of the industry related to the university, and a faculty member nominated by the dean or department head in the technical field of the staff member who is being disciplined. Charges can be filed by any member of the teaching staff, by the director of personnel, and by the leadership of organizations represented at the university, such as the Free German Youth.

¹⁰ "Verordnung ueber die Beschaeftigungsverhaeltnisse der Wissenschaftlichen Assistenten an Universitaeten und Hochschulen vom 22. Maers 1950." (Order for the Employment Conditions of Scientific Assistants at the Universities and Other Institutions of University Rank.) As quoted in *Universitaeten und Hochschulen in der Sowjetzone*. P. 24.

¹¹ "Anordnung ueber die disziplinarische Verantwortlichkeit der Hochschulehrer vom. 2. Februar 1957." (Regulations Regarding the Disciplinary Responsibility of University Faculty Members.) *Gesetzblatt I*, 1957, P. 177.

Heads of Government agencies can order disciplinary action against university faculty members.¹²

University salaries are relatively high in relation to other fields of work. A standard scale, including all ranks from assistant to full professor, applies to all universities. The range is from 7,400 East Marks to 24,000 East Marks per year. Staff members of institutions in Berlin receive an additional 300 to 600 East Marks per year.

A system of individual contracts, providing considerably higher salaries for persons of particular interest to the authorities, has been in effect since 1950. University staff members were included in this system in 1955. Special consideration is given to national prize winners, "Heroes of Labor," members of the Academy of Sciences, "distinguished" teachers, scientists, and engineers. Not only do they receive a higher salary, but also increased pensions, special fees for delivering guest lectures, advantages in the purchase of goods, and help in building a private home. Adequate work space and assistants are pledged by the State Secretariat. The staff member, in return, pledges "to be conscious of his responsibility to the German Democratic Republic and of the social responsibility of the university."¹³

Admissions of Students

A number of regulations and supplementary documents governing the admission of students have been issued. Regulations No. 94 of the State Secretariat, issued in 1957, contains all the current requirements for admission. The following quotations are extracts from this document:

The continued consolidation of the peoples-democratic order in our Workers'-and-Peasants' State requires the close relationship of the students to the life and thought of the working classes and of the working peasants. Consequently, on the basis of experience, there will be introduced in the academic year 1957-58 for the selection and admission of students to the institutions of higher education a progressive requirement for practical work in production prior to admission. The prospective students, as future members of the socialistic intellectual leadership, shall prove during this work experience their close association with the policies of our Government, so that they will be able to meet the severe require-

¹² *Universitaeten und Hochschulen in der Sowjetzone*. P. 17-18.

¹³ "Richtlinien des Staatssekretariats fuer Hochschulwesen fuer den Abschluss von Einzelvertraegen mit den Angehoerigen der wissenschaftlichen und technischen Intelligenz im Hoch- und Fachschulwesen vom 11. August 1955." (Guideline of the State Secretariat for Higher Education for the Signing of Contracts with the Members of the Scientific and Technical Intellectual Leadership of Higher and Technical Education.) As quoted in *Universitaeten und Hochschulen in der Sowjetzone*. P. 19.

ments of study and of social development. The "Plans for the Promotion of Youth in the Year 1957" provide, therefore, that young people who have worked in industry and agriculture will be given preference in admission to the university. . . .

In accordance with the nature of our Workers'-and-Peasants' State, the admission of workers' and peasants' children is to be carried out in conformity with the preceding principle and with the social structure of our population. . . .

Admission to study at a university . . . is a distinction for persons who can present a good scholastic record and who have proved through participation in the social life of the industry, the place of employment, the school, or the home that they support the policies of the Government. . . .

The eligibility of the applicant must be evidenced by the presentation of a certificate of completion from a secondary school, an evening secondary school, a technical school (upper level), or a Workers'-and-Peasants' Faculty, or, in special cases, by passing a Special Maturity Examination. The certificate of completion of a technical school represents eligibility only for the corresponding field of study at a university or other institution of higher education. . . .

Applicants who are teaching in the schools or the vocational schools and students at technical schools for general or vocational teacher training must present a statement of release from the department of education or the department of labor and vocational education, respectively, of the responsible county council. . . .

Graduates of other technical schools require a recommendation from the technical Ministry in their field or from the Vocational Guidance Commission. . . .

Applicants should be under 35 years of age. . . .

Applications must be accompanied by . . . a detailed reason for the selection of the particular field of study and the profession to which it leads. . . .

A detailed recommendation by the schools, the firm, or place of employment must accompany the application. It must be possible to determine from the recommendations whether the applicants meet the requirements listed in the first section [of the regulations, quoted above].

Upon immatriculation, a statement of recent date from the police must be presented. . . .

The application can be submitted to only *one* institution. Violation of this regulation will result in the rejection of the applicant or to dismissal [if he had already been admitted when the violation was discovered]. . . .

Admissions are to include workers and peasants or their children (60 percent) according to the social structure of the population of the German Democratic Republic. . . . Special consideration will be given to

- (a) Applicants who, after completion of their certificate of maturity, have completed practical work in industry or agriculture and have proved during this time that they have the required technical, social, and character attributes.
- (b) Persons who are assured special consideration through laws, orders, or contracts,
- (c) Applicants who have been honorably dismissed from the Peoples' Army or the Peoples' Police. . . .

Admission commissions. . . have the right to recommend to students who meet the admission requirements but cannot be admitted this year the undertaking of production work in industry or agriculture. . . .

These applicants will be designated for admission next year if, during their practical work, they demonstrate their technical, social, and character qualifications. . . .

In the interests of the planned development of our economy and in the interests of our workers, it is expected of the students that they will carry out their studies in a disciplined manner for the required time, and upon their conclusion, will assume a position in accordance with their abilities and with the requirements of the economy. . . ."

THE YEAR OF PRACTICAL LABOR

The major change in the above regulations over earlier ones is the introduction of a year of practical labor which students will be required to perform in agriculture or industry after completing the secondary or other school which qualifies them for university entrance before they will be eligible for admission. Introduced on a partial basis in 1957-58, the requirement will apply to all new students by 1960.

The purpose of this practical labor was explained by Dr. Girnus, State Secretary, as follows:

The major purpose of this practical year does not consist of learning the technical details of the production process, but to become associated with the working class and with the total process of socialistic production.

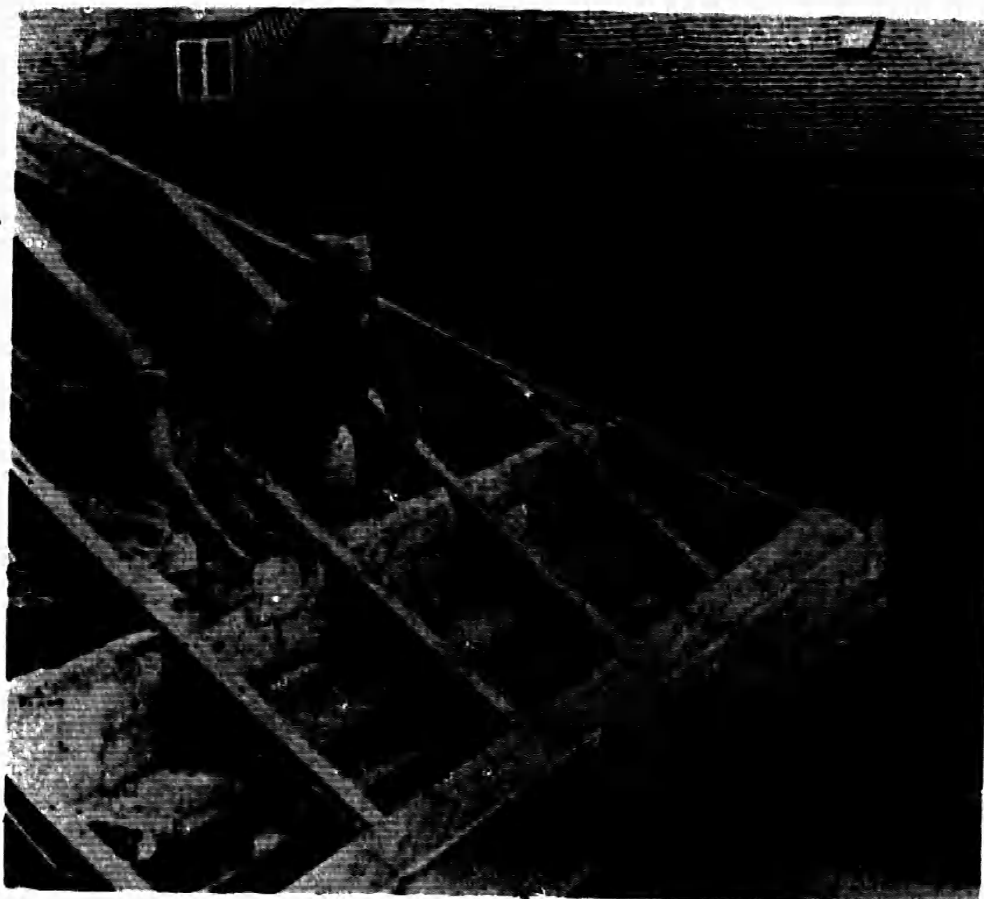
For example it cannot harm a future German philologist if he also learns to spread manure on a peoples' farm. He will then have a much deeper understanding of the importance of the agricultural worker in literature.

We must express with absolute clarity that students who are not committed to the task of socialist development without reservations no longer have a right to be at our universities and other institutions of university rank, for the academic spirit of the future can only be socialistic."

It seems clear that political screening is the major prerequisite for university study. This is evidenced by the fact that representatives of the Free German Youth, as well as representatives from the union leadership of the industry related to the university, are official members of all admissions commissions.

"Anweisung Nr. 94 des Staatssekretärs fuer Hochschulwesen ueber die Auswahl und die Zulassung der Studienbewerber zum Direktstudium an den Universitaeten und Hochschulen fuer das Studienjahr 1957/59 vom. 12. Maerz 1957." (Regulation No. 94 of the State Secretary for Higher Education Concerning the Selection and Admission of Student Applicants for Direct Study at the Universities and Other Institutions of University Rank.) As quoted in *Zur Situation der Studenten in der Sowjetzone*. Bonn: Bundesministerium fuer gesamtdeutsche Fragen, 1957, P. 17-22.

"Girnus, W. "Die Verantwortung Sozialistischer Studenten." (The Responsibilities of Socialistic Students.) As quoted in *Hochschulinformationen*, 1. und 2. Oktober-Heft, 1958, P. 5.



Students performing labor on a construction project.

STUDENTS VOWS

The 313 new students who enrolled at the School of Education, Potsdam, in September 1958, made the following solemn vow at the opening exercises:

My study is a mark of distinction from our Workers'-and-Peasants' State. With it I assume the responsibility to actively support the policy of the Government of the German Democratic Republic, and to obtain knowledge on the basis of dialectical and historical materialism, which, upon completion of my studies, I will place at the disposal of our Workers'-and-Peasants' State. During my studies I will work actively for the development of socialism in industry and agriculture and am prepared to contribute to the defense preparedness of the German Democratic Republic.²²

Karl-Marx University, Leipzig, required the following solemn promise of the 1600 new students who entered in September 1958:

I solemnly promise to carry out my studies at the Karl-Marx University of Leipzig in the spirit of Socialism, to support the policy of the Government

²² *Deutsche Lehrerzeitung*, 5 (19. September 1958), 1.

of the German Democratic Republic and to acquire comprehensive knowledge on the basis of dialectical and historical materialism. . . ."

STIPENDS

Tuition was abolished at institutions of higher education on January 1, 1957. In addition, students may receive stipends, based on guidelines issued in 1951 and revised by an order issued in 1955. The preamble to this order states: "The economic and political development in the German Democratic Republic requires . . . new regulation of stipends, which will provide the material means for gifted youth from the classes of the population that are working actively to build up the German Democratic Republic to carry on their studies."¹⁸

Six categories of students, similar to the categories listed for stipends for the secondary schools, are included in the order:

1. Workers and their children.
2. Members of farmers' production cooperatives and "working" individual farmers and their children.
3. Other employed persons, officials, and craftsmen and their children.
4. Members of the working intellectual class and their children.
5. Persons entitled to special considerations on the basis of laws and orders, and their children. This category also includes orphans and children who have lost one parent.
6. Persons who were honorably discharged from the Peoples' Army, the armed units of the Ministry of Interior, and the armed units of the Ministry of State Security.

Persons in categories 1, 2, and 6, receive 180 East Marks per month, the others, 130. An additional 80 Marks per month can be granted to as many as 10 percent of the enrollment for superior academic achievement. In general, these stipends are considerably higher and apply to a higher percentage of the student body than Government stipends granted in the Federal Republic.

The Curriculum

The list of universities with their respective faculties indicates a general similarity to the traditional system of higher education

¹⁸ "Aktuelle Kurznachrichten." (Current Brief Notices.) *Informationsdienst fuer Freiheitliche Erzieher*, VI (Nov. 1958), 24.

¹⁹ "Verordnung ueber die Gewaehrung von Stipendien an Studierende der Universitaeten und Hochschulen vom 3. February 1955." (Order for the Granting of Stipends to Students of University Rank.) *Gesetzblatt I*, 1955, P. 101.

in Germany. One major difference, however, is immediately apparent, namely, the introduction of a large number of highly specialized schools and the introduction of additional specialized faculties in the general universities. Aside from the political orientation of higher education, other changes, both in form and content have been made. The academic year has been extended to 10 months, September 1 through July 7, subdivided as follows:

Period	Weeks
First semester instruction	16
Winter vacations	3
Second semester instruction	17
Examination period	2
Practical experience in industry	3

Interim examinations, which determine a student's eligibility for further study, are given at the end of every year—a practice that is completely foreign to the traditional German university system.

Detailed courses of study have been issued for each field, usually comprising 4 or 5 years. A student is limited to a single field. Transfer to a different one is exceedingly difficult. The required courses in any field usually are 30–32 hours per week, so that the student has little opportunity to take electives. Attendance at all lectures and seminars is compulsory. University study is designed to provide highly specialized training in a single field for each student.

STUDIUM GENERALE

Concentration on the field of specialization is offset by the "Studium Generale," consisting of a number of general subjects required of all students throughout their university attendance. It consists of the following:

1. Social Science Basic Course, which provides the ideological basis for the entire university program. It includes:
 - a. Foundations of Marxism-Leninism.
 - b. Foundations of political economy.
 - c. Dialectical and historical materialism.

Interim examinations are given every year, and major emphasis is placed on the course in the final examinations.

2. Obligatory sport, required of all students.
3. Russian language and literature. All students must be able to utilize the scientific and technical Russian literature in their fields. In addition, general courses in Russian and Soviet classical literature are required.

4. German language and literature is required of all students to improve the "cultural niveau."

The following examples illustrate the scope of "Studium Generale" in the total program.

Course of Study No. 63 for Law

Total class hours for the 4-year course	3,459
Total for "Studium Generale" (included in the above)	1,041
Foundations of Marxism-Leninism	264
Political economy	198
Dialectical and historical materialism	116
Public law of the socialist State	64
German	66
Russian	111
Sport	222
	<hr/> 1,041

Course of Study No. 67 for History

Total class hours for the 4-year course	4,064
Total for "Studium Generale" (included in above)	1,557
Foundations of Marxism-Leninism	264
Political economy	198
Dialectical and historical materialism	174
Government organization of the German Democratic Republic	16
History of the people of the USSR to the present	297
Special seminar for the above	32
German	66
Russian	256
Sport	256
	<hr/> 1,557

Course of Study No. 61 for Philosophy

Total class hours for the 5-year course	4,455
Total for "Studium Generale" (included in above)	1,406
Foundation of Marxism-Leninism	264
Dialectical materialism	196
Historical materialism	200
Political economy	198
German	66
Russian	182
Sport	350
	<hr/> 1,406

Similar schedules exist in all fields. Political education and sport, therefore, constitute about one-third of a student's program. Since these subjects have great significance in interim and final examinations, a student who expects to graduate is compelled to participate intensively in this phase of higher education.¹⁹

SEMINAR GROUPS

Every student, at the time of his first registration, is assigned to a seminar group in which he remains, as a rule, until he completes his university studies. The major objective of the seminar group is to assist the faculty in "training the academic youth to become qualified scientific workers for the development of socialism."²⁰ Seminar groups exchange experiences to become informed on effective methods of study. Each group prepares a plan for the year's work, including special discussions and consultations as well as the required university courses, which is approved by the dean of a faculty or head of a department. The maintenance of a permanent record of the activities of each group is required. Each group exercises supervision, both academic and political, over its individual members.

CORRESPONDENCE STUDY

Correspondence study at the university level, leading to a degree, was initiated in 1950 to enable workers to complete a university education without leaving their positions.²¹ Special consideration is given to applicants who have positions of leadership in socialized industry or agriculture. In 1956, the total enrollment was 16,641, compared to 63,911 in resident study at all institutions of higher education. Courses were in progress at 13 institutions. The largest enrollments were at Karl-Marx University, Leipzig (2,196); Institute of Technology, Dresden (3,921); School of Political Science and Law "Walter Ulbricht,"

¹⁹ Baumgart, Fritz. *Das Hochschulsystem der Sowjetischen Besatzungszone*. (The University System of the Soviet Zone.) Bonn: Bundesministerium fuer gesamtdeutsche Fragen, 1955, P. 14-17.

²⁰ "Anweisung Nr. 26 des Staatssekretariats fuer Hochschulwesen der Deutschen Demokratischen Republik vom 6. September 1952: Bildung und Aufgaben der Seminargruppen." (Instructions No. 26 of the State Secretariat for Higher Education of the German Democratic Republic of September 6, 1952: Formation and Tasks of Seminar Groups.) As quoted by Baumgart, Fritz in *Das Hochschulwesen der Sowjetischen Besatzungszone*. P. 28-30.

²¹ "Verordnung ueber die Errichtung des Fernstudiums fuer Werktaetige vom 15. Juni 1950." (Order for the Establishment of Correspondence Studies for Employed Persons.) *Gesetzblatt*, 1950, P. 495-496.

Potsdam-Babelsberg (2,396); School of Economics, Berlin-Karlshorst (2,171); and School of Education, Potsdam (2,448).²²

Correspondence students receive 52 days per year released time with pay from their jobs for the first 4 years and 34 days during the 5th year for participation in laboratory work, exercises, consultations, seminars, and examinations.²³

Courses are available in many different subjects. In 1957, a new course was introduced at Karl-Marx University to develop "Diploma-Teachers for Marxism-Leninism," who will teach the required course in Social Science at technical schools.

EXAMINATIONS AND DEGREES

The examination system includes interim examinations, usually required every year in most fields, a practice that was not found in the traditional German university system; state and diploma examinations, the former usually taken by prospective secondary school teachers, the latter by students in most technical fields (diploma-engineer, diploma-agriculturist, diploma-chemist, etc.) upon completion of their university programs; and examinations for the doctor's degree.

In 1951 a central examination office was established at each institution of higher education. This office establishes the obligatory interim and final examinations for each student on the basis of existing regulations for each field of study, performs the administrative details of the examinations such as the announcements of time and place, notification of candidates, and maintenance of lists of students who appear for the examinations. In addition, it reports to the State Secretariat on the results of examinations, maintains the files on completed examinations, and considers requests from students for special consideration or for reconsideration of the examination results.²⁴

In 1954, the State Secretariat established special examinations for workers who possessed broad knowledge in their special fields but had not attended the university. Workers "who wish to demonstrate their scientific qualifications through a State examina-

²² *Statistisches Jahrbuch der Deutschen Demokratischen Republik 1956*, P. 119.

²³ "Erste Durchfuehrungsbestimmung zur Verordnung ueber die Neuregelung der Arbeitszeitbeguenstigung fuer Teilnehmer am Hochschulfernstudium vom 12. September 1955." (First Implementing Regulations to the Order for the Revision of Released Time Provisions for Participants in University Correspondence Study.) *Gesetzblatt I*, 1955, P. 634.

²⁴ "Neunte Durchfuehrungsbestimmung zur Verordnung ueber die Neuorganisation des Hochschulwesens vom 7. September 1951." (Ninth Implementing Regulation to the Order for the Reorganization of Higher Education.) *Gesetzblatt*, 1951, P. 888.

tion . . . may take the State examination externally."²⁵ Requirements for the examinations are the same as for regular students. Formal prerequisites such as interim examinations, however, are waived. Successful completion of the examination entitles the candidate to the same diploma as that issued to regular students. If a candidate fails, he may repeat the examination at a later date with the concurrence of the faculty in his particular field.

Student grades are recorded by number in descending order, as follows: 1 (very good), 2 (good), 3 (average), 4 (sufficient), 5 (insufficient or failure).

In accordance with traditional German practice, the universities issue a large variety of diplomas, but grant only the doctor's degree. Each doctor's degree can be followed by "habilitation," which entitles the holder to teach at the university level.

In general, obtaining the doctor's degree does not require formal university study beyond the state or diploma examination. The candidate must present a dissertation, must pass oral examinations, and must successfully defend his dissertation in public. The doctor's degree is a prerequisite for the "Dr. Habil," the "habilitated doctor." In addition, the candidate must present another dissertation, pass an oral examination given by the faculty, present a successful trial lecture before faculty and students, and must defend his dissertation.

The following doctors degrees, each of which can be followed by "habilitation," are awarded:

- Dr. Agr. (Doctor of Agriculture).
- Dr. Ing. (Doctor of Engineering).
- Dr. iur. (Doctor of Jurisprudence).
- Dr. med. (Doctor of Medicine).
- Dr. med. dent. (Doctor of Medicine in Dentistry).
- Dr. med. vet. (Doctor of Medicine in Veterinary Science).
- Dr. paed. (Doctor of Education).
- Dr. phil. (Doctor of Philosophy).
- Dr. rer. nat. (Doctor of Natural Science).
- Dr. rer. oec. (Doctor of Economics).
- Dr. rer. pol. (Doctor of Political Science).
- Dr. rer. silv. (Doctor of Forestry).
- Dr. theol. (Doctor of Theology).

The degree of "Candidate of the Sciences" acquired by students in the Soviet Union or in satellite countries is recognized as the equivalent of the doctor's degree in the Soviet Zone. German citizens who obtain an academic degree at foreign institutions must obtain the permission of the State Secretariat to use the degree in the Zone.

²⁵ "Siebzehnte Durchführungsbestimmung zur Verordnung ueber die Neuorganisation des Hochschulwesens vom 5. April 1954." (Seventeenth Implementing Regulation to the Order for the Reorganization of Higher Education.) *Gesetzblatt*, 1954, P. 418.

²⁶ *Universitäten und Hochschulen in der Sowjetzone*. P. 23.

GUIDANCE AND PLACEMENT OF STUDENTS

In February 1955, the Council of Ministers decreed that "planned guidance and placement of university graduates was essential" because of the great demand for "scientifically trained cadre."²⁷ In accordance with this Order, commissions have been established in the various ministries and central state offices, as well as at the corresponding faculties of the institutions of higher education, who are responsible for interviewing graduates and recommending them for positions according to the needs of the economy, their qualifications, and their own wishes. Independent of these commissions, Graduate Assignment Commissions have been established in the ministries, secretariats, and similar offices to assign the graduates to a specific position according to the "graduate distribution plan." Graduates are required to stay in their positions for 3 years and can change their employment only upon order of, or permission from, the appropriate ministry.

Workers-and-Peasants' Faculties

Workers-and-peasants' faculties were established at a number of universities and other institutions of higher education to provide a preuniversity course leading to university entrance for young people who had not entered the secondary or technical schools which provide the usual preparation for higher education. These faculties are listed in the tabulation of universities in a preceding section of this chapter.

Requirements for admission are presented in detail in Instructions No. 100 of the State Secretariat.²⁸ With some variation, these have been in effect since 1949. In general, students must be over 17 years of age and should be under 30. At least 80 percent of those admitted must be workers, agricultural laborers, or farmers. Students are admitted only if they are delegated for study by socialistic industries or industries that have been given corresponding rank, socialized farms, machine-tractor stations, agricultural production cooperatives, or the mass

²⁷ "Verordnung ueber die Berufsberatung und die Berufsfuhrung der Absolventen der Universitaeten, Hoch- und Fachschulen vom 3. Februar 1955." (Order for the Vocational Guidance and Vocational Direction of Graduates of Universities, Other Institutions of Higher Education, and Technical Schools.) *Gesetzblatt I*, 1955, P. 113.

²⁸ "Anweisung Nr. 100 des Staatssekretariats fuer Hochschulwesen ueber die Auswahl, Delegierung und Zulassung zum Studium an den Arbeiter- und Bauern-Fakultaeten vom 29. Mai 1957." (Instructions No. 100 of the State Secretariat for Higher Education on the Selection, Delegation and Admission to Study at Workers'-and-Peasants' Faculties.) As quoted in *sur Situation der Studenten in der Sowjetzone*. P. 23-26.

organizations. Young people from the designated social categories who have served in the peoples' army, the peoples' police, or in security agencies of the Ministry of Interior are given special preference. All applications for admission are considered by the admissions committee of the workers-and-peasants' faculties. Applicants are required to pass both an oral and a written entrance examination. Students who do not pass the entrance examinations, but have an outstanding "social and vocational" record, may be admitted to a 1-year preliminary course.

The course of study for the workers-and-peasants' faculties comprises three years, successful completion of which entitles the student to university entrance on equal terms with graduates of any other university-preparatory program of studies. The highest reported enrollment in these faculties was 12,689 in 1953; the enrollment in 1956, was 8,894.²⁹

The Socialization of Higher Education

The enforcement of the will of the State on the institutions of higher education is apparent from the preceding sections of this chapter. This section will summarize the major steps in this process.

The University of Jena was the first to reopen after the War, October 16, 1945. The other prewar universities followed in rapid succession: Berlin, January 29, 1946; Halle, February 1; Leipzig, February 6; Greifswald, February 12; and Rostock, February 25, 1946. Procedures were not radically different from those followed in the Western Zones. Before an institution could be opened, the faculty and proposed courses of study were screened by the Soviet authorities, libraries were examined, and other steps were taken to eliminate nazism, nationalism, and militarism. Theoretically the universities were under the control of the State in which they were located, although the German Administration for Public Education, established by the Soviet Military Administration in 1945, immediately began to exercise a supervisory function. The University of Berlin was placed directly under the control of the German Administration for Public Education.

As late as February 1948, Wilhelm Koenen, writing in *Einheit*, the magazine for the theory and practice of scientific socialism, stated:

We must place primary emphasis on research. Without freedom of research, we will not be able to move upwards again. . . . We Marxists do

²⁹ Statistisches Jahrbuch der Deutschen Demokratischen Republik 1956. P. 118.

not want to force our viewpoint on anyone. We are, of course, convinced that eventually Marxist perception will win out in all research areas of science. We know, however, that the transition is not always so easy. . . .

It is difficult to reconcile the above statement with the harassment, dismissals, and arrests of students and faculty members that began as early as 1945.

One month later, in the same magazine, Oskar Hauser wrote:

The particular economic and political conditions under which we live in the East Zone determine the particular forms of the class struggle. Thus the universities and the entire educational system have become the focal point of the class struggle in our zone. While we have been able to achieve a broad breakthrough in the lower and middle levels of the schools by drawing the sons and daughters of the working people into the new teaching profession, at the universities the bourgeois ideology is still anchored very firmly in spite of the increasing number of students from the working classes. This ideology with its outdated traditions, which is defended with all possible means by the bourgeoisie, is a danger for the young, insufficiently class-conscious worker that cannot be underestimated. The same is true to an even greater degree for those comrade students, whose origins are in the lower middle class. This lower middle-class element, which represents about 70 to 80 percent of the student body of the East Zone and is well represented in the student groups of our party, must be convinced that only a firm inner and outer identification with the working class movement can assure their future. . . ."

The drive for the conversion of the universities to socialism was intensified in 1948. Paul Wandel, Director of the German Administration for Public Education, notified all universities that a new screening of all students would be carried out during the summer. The number of dismissals and arrests increased. A number of well-known professors fled to the West. The most dramatic reaction to the increasing pressure was the defection of a large number of professors and students from the University of Berlin and the establishment of the Free University of Berlin in the American Sector of Berlin during the fall of 1948, while the Berlin blockade and the Allied airlift were in full progress.

The major change in respect to traditional university autonomy came with the order for the complete reorganization of higher education in 1951. The centralization of higher education under the State Secretariat, the new regulations for the admission of students, and other forms of political pressure have already been discussed.

In September 1952, a central conference of the universities was called, at which Dr. Gerhard Harig, State Secretary for Higher

²⁰ Koenen, Wilhelm, "Lehrende und Lernerde." (Teachers and Learners.) *Einheit*, Februar 1958, P. 149.

²¹ Hauser, Oskar, "Intelligenz und Arbeiterbewegung." (The Intellectual Class and the Workers' Movement.) *Einheit*, März 1948, P. 251.

Education, defined the tasks for the coming years. His remarks were summarized in the Resolution of the Central Higher Education Conference, which began with the following words:

The development of socialism in the German Democratic Republic provides new perspectives for the universities and other institutions of higher education. It stimulates the scientists and students to great scientific achievements. The steadily increasing demands of our State and of our economy require the universities and other institutions of higher education to place the many problems of the development of socialism in the German Democratic Republic at the center of their work.

Thousands of students must be developed into scientific, highly-qualified specialists and trained as reliable patriots, who are prepared to fight for the unity of Germany and the development of socialism.³³

In 1956, a wave of unrest appeared to dominate the university scene, expressed in mounting criticism of the official higher education policies and procedures. The highest officials of the Government took action to prevent what seemed likely to become a general rebellion of the students.

On December 5, 1956, Professor Kurt Hager, Secretary of the Central Committee of the SED, expressed the position of the Party as follows:

It is understandable that in the interests of the security of our State and the continued successful execution of its policies we cannot permit demagogic slogans and demands of opposing forces to gain entrance to the universities. Therefore it is necessary that faculty and students disassociate themselves unequivocally from provocative elements and assure that discipline will be maintained and order shall reign at the universities.³⁴

On the following day, the Central Committee of the SED sent a letter to all students which, among other things, states: "At our universities only those can study who are loyally devoted to the Workers-and-Peasants' Power."³⁵

The Minister of State Security, Ernst Wollweber, explained:

It is obvious that in the German Democratic Republic so-called "free" discussion, which leads to the smuggling in of foreign undemocratic and anti-socialist ideologies, cannot and may not be tolerated.³⁶

From February 28 through March 3, 1958, the Third University Conference of the SED met in Berlin to consider the continued development of socialism in the universities. Professor Kurt Hager presented the following statement:

³³ "Entschliessung der Zentralen Hochschulkonferenz vom 19./20. September 1952 in Berlin." (Resolution of the Central Conference on Higher Education in Berlin, September 19/20, 1952.) As quoted by Fritz Baumgart in *Das Hochschulsystem der Sowjetischen Besatzungszone*, p.25.

³⁴ Hager, Kurt. "Gespräch ueber Hochschulpolitik." (Discussion of University Policy.) As quoted in *Hochschulinformationen*, 1. und 2. Oktober-Heft, 1958, p. 2.

³⁵ "Die Entwicklung des Hochschulwesens in Mitteldeutschland 1956-1958." *Hochschulinformationen*, October 1958, p. 3.

³⁶ "Schutz der Arbeiter-und-Bauern-Macht, Sache aller Buerger der DDR." (Protection of the Workers-and-Peasants' Power, the Concern of All Citizens of the German Democratic Republic.) As quoted in *Hochschulinformationen*, 1 und 2 Oktober-Heft, 1958, pp. 3.

When some non-Party scientists raise the question whether the Party has the right to interfere in the affairs of the universities, we must answer that the Party not only has the right, but the duty. . . .

The duty to concern ourselves with the affairs of the university arises from the fact that the struggle for the victory of socialism and maintenance of peace must be carried forward in all fields—economic, political, and ideological—and that the universities, as the highest educational agencies of our State have a special responsibility to fulfill in this struggle.²⁶

A sharp increase in defections to the Federal Republic followed the conference. From January 1 to September 30, 1958, 35 professors, 145 instructors, 894 students, 113 students of technical schools, and 362 high school graduates registered as refugees in West Berlin. Since many refugees enter the Federal Republic without registering, the total number is undoubtedly higher.²⁷ Dr. Lemmer, Minister of All German Affairs of the Federal Republic, reported, in addition, that 1,679 teachers fled to the West from January 1 to August 1, 1958, 900 of whom were "new teachers," trained in the Soviet Zone schools.²⁸

The concern of the Zonal authorities with these developments was evidenced by a speech delivered by Walter Ulbricht at the Thirty-sixth Plenary Session of Central Committee of the Communist Party in 1958, in which he promised to relax the political pressure on older professors who had been educated under the prewar German system: "At the universities one must consider that a part of the bourgeois specialists will not be in a position within a reasonable time to contribute to socialistic training. They will therefore carry on their scientific teaching in mathematics, etc. . . . The interim solution is that we will work loyally and in friendship with these professors as with all others, that we will give them the necessary quiet to perform their scientific work, and will make it possible for them to become acquainted with socialistic development without being disturbed in their own work . . . But as far as the assistants are concerned, the future staff members, whom we are training in our schools, we are requiring of them that they become convinced socialists. We place different requirements on the lecturers and assistants who were trained in our universities after 1945 than on the professors who grew up in the capitalistic system. . . ."²⁹

²⁶ "Die Entwicklung des Hochschulwesens in Mitteldeutschland 1956-1958." P. 7-8.

²⁷ Ibid., P. 8.

²⁸ Lemmer, Ernst. "Die Zone blutet aus. . . ." (The Zone is Bleeding to Death.) Rundfunksprache vom 30. August 1958. *Hinter Dem Eisernen Vorhang*. September 2, 1958, P. 2.

²⁹ *Neues Deutschland*, 14. Juni 1958.

CHAPTER VI

Teacher Education and the Teaching Profession

General Development, 1945-53

The screening of all teachers prior to the reopening of schools in 1945 resulted in the rejection of approximately 75 percent of the former teaching staff. Another 3 to 5 percent were dismissed after they had been permitted to return to work, leaving only about 20 percent of the former staff in service.¹

As a first step toward increasing the supply of teachers, a large number of persons from a variety of trades and professions and with varying educational backgrounds were assigned to the schools as teachers without any formal training. Usually they worked under the supervision of a former teacher. Late in 1945 short courses of 4, 6, or 8 weeks were introduced to assist new teachers in becoming adjusted to the profession.

During 1946, special training courses were gradually lengthened from 2-3 months to 6-8, and finally 10-12 months. The staff for these courses was selected from older teachers of recognized ability, especially in educational method. No standardized course content had been developed. Teachers followed some of the recognized authorities from pre-Nazi days, such as Heilmann, Kerschesteiner, Gaudig, and others. In spite of extremely difficult physical conditions, prevalent in all of Germany in the immediate postwar years, enthusiasm for school reform was high, and many entered the teaching profession because they believed they would find here a real opportunity for service.

On June 12, 1946, Soviet authorities established faculties of education at the Universities of Berlin, Greifswald, Rostock, Halle, and Jena to train teachers for the upper grades of the elementary school. The course was to last six semesters. Teachers for the secondary schools were to be trained in eight-semester

¹ Wendt, Emil. *Die Entwicklung der Lehrerbildung in der Sowjetischen Besatzungszone seit 1945.* (The Development of Teacher Education in the Soviet Zone Since 1945.) Bonn: Bundesministerium fuer gesamtdeutsche Fragen, 1957, P. 6.

courses in the faculties of philosophy and science at the universities, the traditional procedure in Germany. In addition to the traditional universities, a school of education of university rank was opened at Potsdam on October 1, 1948.

Regulations for the first teachers' examination and provisional regulations for the second examination were issued in 1947. Both of these were similar to the corresponding regulations of the Weimar Republic.¹

THE FOURTH PEDAGOGIC CONFERENCE

The Fourth Pedagogic Congress, held in Leipzig August 23-25, 1949, marked a turning-point in the training program for teachers. The keynote speaker, Hans Siebert, Director of the School Division of the German Administration for Public Education, denounced Kerschensteiner, Gaudig, and others, whose works had played an important role in teacher education to date, as bourgeois-capitalistic reactionaries and pointed out that a progressive education could be developed only by drawing upon the Soviet Union.²

The Fourth Pedagogic Congress, therefore, marks the beginning of the systematic sovietization of teacher education. For some time there remained almost a vacuum. The old German "reformers" were forbidden, the Soviet literature was relatively unknown. Soon, however, German translations of Soviet works began to appear. A work that became a standard text in the Zone and is still widely used is *Pedagogy* by Esipov and Goncharov. Original German works did not appear until much later. A textbook in method, published in 1958, opens with the following words: "This book is the first attempt in the German Democratic Republic to present a systematic and relatively comprehensive treatise on method (Didaktik)."³ A history of education appeared in the same year. Large sections of it are devoted to the development of Marxism and to Soviet education. Little is said about educational developments in the United States, but brief references are made to John Dewey and William Heard Kilpatrick. "The basic political idea of Dewey's pedagogy was to reconcile antagonistic contrasts, and to accustom the suppressed classes to accept the social conditions of Imperialism as necessary and unchangeable."⁴

¹ Ibid., P. 5-8.

² Ibid., P. 11-12.

³ *Didaktik*. (Method.) Volk und Wissen Volkseigener Verlag, 1958, P. 5.

⁴ *Geschichte der Erziehung*. (History of Education.) Berlin: Volk und Wissen Volkseigener Verlag, 1958, P. 280.

The Teacher Training Order of 1953

Teacher education today is based on a comprehensive order issued in 1953, which brought together many earlier changes and innovations.⁶

The preamble to the Order reads as follows:

The systematic development of socialism in the German Democratic Republic gives the German democratic school the task of training youth into well-rounded personalities who are able and willing to develop socialism and to defend the achievements of the working classes to the utmost.

An important prerequisite for the performance of this task is the ideological-political education and the professional training of teachers, pioneer leaders, kindergarten teachers, and teachers in homes. Consequently it is necessary to issue new regulations to improve this training.

The Order deals with the training requirements for teachers at each level of the general schools, with special schools, with correspondence study, and with the training of personnel for school-related activities.

TEACHERS FOR THE PRIMARY LEVEL (GRADES 1-4)

Teachers for the first 4 years of the elementary school are trained in Institutes for Teacher Training. The duration of the course is 4 years. The requirements for admission is completion of the eighth grade. Students who have passed their 16th birthday generally are not admitted.

The Institutes for Teacher Training are operated by the administrative districts of the Zone. The following institutes were in operation in 1954:

Location	Administrative District		
1. Altenburg	Leipzig	12. Meiningen	Suhl
2. Alt-Rehse	Neubrandenburg	13. Neukloster	Rostock
3. Ballenstedt	Halle	14. Neuzelle	Frankfurt (Oder)
4. Berlin-Koepenick	Magistracy at Berlin	15. Nordhausen	Erfurt
5. Dresden	Dresden	16. Potsdam	Potsdam
6. Erfurt	Erfurt	17. Putbus auf Ruegen	Rostock
7. Halle (Saale)	Halle	18. Quedlinburg	Halle
8. Kleinwelka (Sorbisch)	Dresden	19. Radebeul	Dresden
9. Koethen	Halle	20. Schwerin	Schwerin
10. Leipzig	Leipzig	21. Stassfurt	Magdeburg
11. Magdeburg	Magdeburg	22. Weimar	Erfurt

⁶ "Verordnung ueber die Neuregelung der Ausbildung der Lehrer an den allgemeinbildenden Schulen, der Pionierleiter, der Kindergaertnerinnen und der Erzieher in Heimen und Horten vom 15. Mai 1953." (Order for the Reorganization of the Training of Teachers for the General Schools, Pioneer Leaders, Kindergarten Teachers, and Teachers in School Homes.) *Gesetzblatt*, 1953, P. 722-730.

Sixteen additional institutes were reported under construction: ¹

Location	Administrative District		
1. Altdoebern	Cottbus	9. Kyritz	Potsdam
2. Bischofs- werda	Dresden	10. Loebau	Dresden
3. Droyssaig	Halle	11. Nossen	Dresden
4. Doemitz	Schwerin	12. Rochlitz	Karl-Marx-Stadt
5. Eisenach	Erfurt	13. Templin	Neubrandenburg
6. Franzburg	Rostock	14. Waldenburg	Karl-Marx-Stadt
7. Grossenhain	Dresden	15. Waldaievers- dorf	Frankfurt (Oder)
8. Krossen (Elster)	Gera	16. Weissenfels (Saale)	Halle.

A special order issued in 1954 provides that workers and peasants aged 18 through 35 can be admitted to the Institute for Teacher Training at Leipzig, where they are trained for the primary level in a special course lasting 2 years. The prerequisite for admission is a special entrance examination administered by the Institute. ²

TEACHERS FOR THE INTERMEDIATE LEVEL (GRADES 5-8)

Teachers for the intermediate level of the general schools are trained in pedagogical institutes, not to be confused with the institutes for teacher training described in the preceding section. The pedagogical institutes provide a six-semester course, followed by a State examination. The prerequisite for admission is completion of the secondary school, a workers-and-peasants' faculty, or an evening secondary school. All teachers at this level are trained as specialists in one or more subjects since the subject-matter specialist rather than the classroom teacher is used in grades 5-8.

The following pedagogical institutes have been established:

Institute	Subject Specialization
1. Halle (Saale)	Mathematics, physics biology, chemistry, physical education, biology.
2. Leipzig	German, Russian, interpreters.
3. Dresden	History, geography.
4. Guestrow	Russian, mathematics, physics, biology, chemistry.
5. Erfurt	German.
6. Muehlhausen	Biology, chemistry.

¹ Wendt, Emil. *Die Entwicklung der Lehrerbildung in der Sowjetischen Besatzungszone seit 1945*, P. 70-1.

² "Verordnung zur Verbesserung der Arbeit der Allgemeinbildenden Schulen vom 4. Maers 1954." (Order for the Improvement of the work of the General Schools.) *Gesetzblatt*, 1954, P. 269-280.

7. Institute for
Teacher Training, Chemnitz
(Karl-Marx-Stadt) ----- Physical education.

The Institute in Chemnitz, although it has the name commonly used by the training institutes for the primary level, specializes in the training of teachers of physical education for the intermediate level. The duration of the course is 2 years. Completion of the secondary school is not necessarily required for admission to this school, but can be replaced by an entrance examination. Applicants must be at least 18 years old.

Teachers of art and music are trained for the intermediate level in 1-year courses, provided that they have completed their second teachers' examination.

Since the pedagogical institutes are considered to be of university rank, they were included in the tabulation of all institutes of higher education in Chapter V. The pedagogical faculties, established at a number of universities in 1946 to train teachers for the intermediate level, have been abolished at all institutions except the Humboldt University of Berlin.

TEACHERS FOR THE UPPER LEVEL (GRADES 9-12)

Teachers for the secondary schools are trained at the School of Education at Potsdam, established October 1, 1948, or in the faculties of arts and sciences in the universities or other institutions of university rank. The prerequisites for admission are the same as for the pedagogical institutes, namely, completion of some form of the secondary school. The duration of study in most fields is 4 years, and is followed by the State examination. No special regulations have been issued for teachers of the middle schools. They are trained either for the upper elementary or for the secondary schools, depending on the level at which they are employed in the middle school.

CORRESPONDENCE STUDY

Teachers who are licensed for the primary level can qualify themselves for the intermediate level by taking correspondence courses offered by the pedagogical institutes. The courses require 4 years for completion and are the equivalent of residence study. In a similar manner, teachers qualified for the intermediate level can take a 3-year correspondence course which will prepare them to teach at the upper level. In either case, students must pass State examinations upon completion of their correspondence study.

PIONEER LEADERS (YOUTH LEADERS) AND LEADERS IN
SCHOOL HOMES AND CLUBS

These leaders are trained in institutes for teacher training, where they must meet the usual entrance requirements. The duration of the course is 4 years. During the first 2 years, it is identical with that for teachers of the primary level. In the final 2 years, there is some specialization in Youth work. Upon successful completion of the course and the final State examination, the graduate is eligible for employment either as a Youth leader or as a teacher in the primary grades.

KINDERGARTEN TEACHERS

Kindergarten teachers are trained in schools established especially for this purpose. The requirements for admission is completion of the eighth grade. The duration of the course has been 3 years, but it is contemplated that it will be increased to 4. Graduates are required to take a State examination.*

Vocational and Technical Teachers

Immediately after the war, the situation in vocational schools was similar to that in other schools. Because of the extreme shortage of teachers, craftsmen without educational training were placed in the schools. Short courses were introduced, lasting 6, then 8, and finally 11 months, leading to the first examination for vocational teachers. One to 3 years of practice in the schools was required for the second teachers' examination, the latter being the prerequisite for permanent appointment. The gradual expansion of the short courses led to the establishment of institutes for the training of vocational teachers.

VOCATIONAL TEACHER TRAINING INSTITUTES

Engelbert¹⁰ reports the following institutions and areas of specialization:

* Wendt, Emil. *Die Entwicklung der Lehrerbildung in der Sowjetischen Besatzungszone*. P. 67-76. Also.

Engelbert, M. *Entwicklung und Stand der Lehrerbildung in Mittelddeutschland-Stand 1. Oktober 1956*. (Development and Status of Teacher Education in Middle Germany-Status as of October 1, 1956.) Berlin-Schoeneberg: Hauptstelle fuer Erziehungs- und Schulwesen [1947]. Mimeo. P. 4-14.

¹⁰ Op. cit., P. 15-16.

1. Aschersleben,
German, current affairs (2-year course).
2. Berlin,
Natural Science, Commerce (1-year course).
3. Chemnitz (Karl-Marx-Stadt),
Mining, metals (2-year course); branch school for mining at Zwickau (1-year course).
4. Gotha,
Natural Science, German, current affairs (2-year course).
5. Greifswald,
Agriculture (2-year course); shipbuilding, wood and metal (1-year course).
6. Halle,
Building and wood trades (2-year course); chemistry (1-year course).
7. Jueterberg,
Agriculture (1-year course).
8. Leipzig-Abtnaundorf,
Agriculture (2-year course).
9. Leipzig,
German, current affairs, nutrition, clothing (1-year course).
10. Leipzig-Volkmarisdorf,
Metal, electro-technology, natural science (1-year course).
11. Magdeburg,
Metal, electro-technology (1-year course).
12. Quedlinburg,
Agriculture, gardening (1-year course).

GENERAL REQUIREMENTS

The general requirements for the training of vocational teachers are indicated in the "Regulations for the First Teachers' Examination for Teachers of the Vocational Schools,"¹¹ and "Regulations for the Second Teachers' Examination for Teachers of the Vocational Schools,"¹² both of which were issued on February 12, 1955.

According to the above regulations, the purpose of the first examination is to determine whether the candidate in his theoretical training has acquired the necessary knowledge and skills in his technical field, in pedagogy and in social science, and whether he has adequate command of the German language. Furthermore, he must demonstrate that he is able to train the future vocational worker and "to achieve the objectives of the German democratic school."

Candidates who have completed 2 years of work in the schools or 2 years of training in an institute for training vocational

¹¹ "Ordnung zur Ablegung der 1. Lehrerprüfung fuer Lehrkräfte an Berufsschulen (Prüfungsordnung) vom 12. Februar 1955." (Regulations for the First Teachers Examination for Teachers of the Vocational Schools.) As quoted in Engelbert, M., *Entwicklung und Stand der Lehrerbildung in Mitteldeutschland*, P. 114-115.

¹² "Ordnung zur Ablegung der 2. Lehrerprüfung fuer Lehrkräfte an Berufsschulen (Prüfungsordnung) vom 12. Februar 1955." (Regulations for the Second Teachers Examination for Teachers of the Vocational Schools.) As quoted in Engelbert, M., *Entwicklung und Stand der Lehrerbildung in Mitteldeutschland*, P. 116-117.

teachers are eligible for the examination. Every vocational teacher must present himself for the examination not later than 3 years (including the 2 years at an institute) after entering the school service, or he will be dismissed at the end of the school year. Exceptions can be made only in case of illness.

Applications are submitted to the Department of Labor and Vocational Education of the County Council, which determines eligibility for the examinations. Training institutes, however, have the power to determine the eligibility of their own students. If a candidate is employed in the schools, the school director must present an appraisal. Inservice training reports and the recommendation of the teaching staff in inservice training centers are also required. The examination consists of a home assignment, a demonstration lesson, a written and an oral examination.

The second teachers' examination determines whether "the candidate is able to carry on an independent assignment in the schools and whether, after completion of the first examination, he has worked successfully on his political and pedagogical training." He must demonstrate that he can "achieve the objectives of the German democratic school."

Applications may be submitted for the second examination one year following the successful completion of the first examination, or upon completion of 3 years in a training institute. The examination must be completed not later than 5 years after entering the school service, including the time spent at an institute. The agencies and the nature of the applications are the same as for the first examination. The examination itself consists of a home assignment, a demonstration lesson, and an oral examination.

DIPLOMA COURSES FOR VOCATIONAL TEACHERS

Two 4-year courses leading to diplomas for vocational teachers have been established, one in the Faculty for Vocational Teacher Training and Culture of the Institute of Technology of Dresden and the other in the Institute for Vocational Teacher Training of the Humboldt University of Berlin. The former leads to the title "Diplom-Gewerbelehrer" (diploma teacher for trade and industry) and includes the following fields: mathematics-science, machine technology, electro-technology, building construction, food technology, and textile technology. The other leads to the title, "Diplom-Handelslehrer" (diploma teacher for commerce). The course of study is identical for all fields in the first 2 years. Graduates of these two courses have the same academic standing

as teachers who have completed the prescribed training program for the secondary schools.¹³

TECHNICAL SCHOOLS

Theoretically, all teachers for the full-time technical schools are to have a training equivalent to university graduation. At the present time, a variety of programs are in operation and many teachers are employed in the schools who have not completed the desired training requirements. The second 5-year plan, published in January 1958, specifies completion of university training for 60 percent of the technical teachers by 1960 as its objective.

The following special institutes have been established for the training of technical teachers:

1. Institute for Technical Teacher Training, Plauen.
2. Institute for Engineering Pedagogy at the Institute of Technology, Dresden.
3. Institute for Agricultural Technology at Martin-Luther University, Halle.

The Institute at Plauen is responsible for inservice training courses for technical teachers and works closely with the various ministries in the preparation of the technical teachers' examination. The institutes at the two universities work in cooperation with the other faculties of their institutions. Their special responsibility is the development of teaching methods in their respective fields. The examinations in social science, physical education, industrial economics, German, and Russian are administered by the State Secretariat for Higher Education and are given at the Training Institute in Plauen. The examinations in the technical fields are given by the specialized ministries or secretariats.

Because of the shortage of teachers, special provisions were made in 1954 for the training of assistants at technical schools.¹⁴ Assistants are trained in technical schools that have at least 120 students, usually one assistant for every 60 students. One out of every four assistants is to be trained for general subjects, the others for technical subjects. During the first year of training, the assistant does no teaching, in the second year, 4 hours per

¹³ Engelbert, op. cit., P. 16-7; 118-52.

¹⁴ "Anweisung Nr. 59: Ausbildung von Assistenten zu Lehrern an den Fachschulen der Deutschen Demokratischen Republik vom Oktober 1954." (Regulations No. 59: The Training of Assistants to Teachers in the Technical Schools of the German Democratic Republic.) As quoted in Engelbert, M., *Entwicklung und Stand der Lehrerbildung in Mitteldeutschland*, P. 154-156.

week, and in the third year, 8 hours. The regular teacher in whose class the assistant does his practice is responsible for the supervision of the instruction. Upon completion of the 3-year program, well-qualified assistants may be admitted to the technical teachers' examination at Plauen.

Inservice Teacher Training

Since the major aim of the Soviet Zone educational system is the development of socialism, and since all teachers prior to 1946 had been trained under a different political and social system, Zonal authorities placed great emphasis on inservice training from the beginning of the occupation. This applies to teachers in all schools—general, vocational, technical, and special. A special "Central Institute for Inservice Teacher Education," responsible to the Ministry of Public Education, was established in Dresden on January 1, 1955, to provide leadership in ideological-political, subject matter-methodological, and pedagogical-psychological inservice training.

The scope of the program is illustrated by the instructions issued for the 1956-57 school year.¹⁵ Similar instructions as well as many orders and regulations, had been issued in preceding years. The instructions emphasize the increasing importance of inservice training in order to keep teachers abreast with the developments of socialism in the Zone, with the latest information in their fields, and with polytechnic education. Special emphasis is placed on the development of a socialistic consciousness among teachers.

Participation in inservice training programs is obligatory for all teachers. There are three different forms of participation: self-study on the basis of outlines and bibliographies provided by the Central Institute; inservice circles which meet on nonschool days and follow a regular program issued by the Central Institute; and study clubs that follow their own schedules.

The "pedagogical cabinets" of the counties are responsible for carrying out the program. These cabinets are agencies of the department of education of the county councils. The county specialist for teacher training is the chairman. Other members include the directors of teacher training institutes in the county,

¹⁵ "Anweisung zur Durchführung der Weiterbildung der Lehrer und Erzieher ab Schuljahr 1956/57." (Instructions for Conducting Inservice Training for Teachers and Educators Beginning with the School Year 1956-57.) As quoted in Engelbert, M., *Entwicklung und Stand der Lehrerbildung in Mitteldeutschland*. P. 167-171.

the county school inspectors, a member of the county headquarters of the Teachers Union, a representative of the county headquarters of the Free German Youth, the directors of the subject-matter commissions of the county, and the director of the county film center.

Subject-matter commissions each consist of six specialists in method for the following subjects: German, mathematics, Russian, history, biology, physics, chemistry, geography, art education, music education, and physical education. Additional commissions have been established for rural education, special education, preschool education, family education, Pioneer and Free German Youth work, and for out-of-school education. Members of the commissions are selected in cooperation with the teachers' union.

The German Pedagogical Central Institute

The German Pedagogical Central Institute, an arm of the Ministry of Public Education, has the major responsibility for providing the theoretical and philosophical basis for the educational system. Operating under a statute issued in 1954, it plays an important role in teacher training.¹⁶ Werner Dorst, specially trained in the Soviet Union, served as the director of the institute throughout most of its history, but accused of revisionism, he was replaced in 1958 by Dr. Hans Berger.

The statute defines the functions of the Institute as follows:

The . . . Institute has the function of promoting the advancement of pedagogical science in Germany, of influencing the development of educational and training practices, and of developing a pedagogical cadre for teaching and research.

A major research task is to study the educational experiences of the Soviet Union and of other peoples' democracies and to make them available to educators in the Zone. In cooperation with other pedagogical institutes, the Central Institute has the responsibility for developing long-range research plans. The Institute provides theoretical and practical guides for teachers in the field. In addition, it studies the work of the pedagogical cabinets and councils, parents' councils, and school inspectors.

The Central Institute prepares courses of study for general and special schools, for teacher training institutions, and for parents'

¹⁶ "Statut des Deutschen Pädagogischen Zentralinstituts." (Statute of the German Pedagogical Central Institute.) As quoted in Engelbert, M., *Bericht ueber die Entwicklung und Stand des Schulwesens in Mittelddeutschland*. . . . Anlage 14. 5 p.

seminars. It also issues professional books and methodological guides for teachers, administrators, youth leaders, and others concerned with education. The organ of the Institute is *Paedagogik*, a monthly magazine, now in its 14th year (1959).

The training of cadre is accomplished by the assignment of young teachers and research workers to the institute as "scientific aspirants" for varying periods of time.

CHAPTER VII

Other Educational Agencies

THE FORMAL SCHOOL SYSTEM of a totalitarian state forms only a part of the total educational program, which is designed to carry on ideological training throughout the total waking hours of the individual from earliest childhood to old age. The Soviet Zone is no exception to this general principle. A series of organizations, therefore, have been developed and directed by the central authorities that occupy the time of large segments of the population during nonschool or nonworking hours, enhancing thereby the role of the State in the life of the individual and minimizing the importance of the home, voluntary groups and independent leisure.

The major organizations in the Zone that carry on this out-of-school educational program are the *Free German Youth* with its subsidiary organization, *Pioneer Organization "Ernst Thaelmann,"* an extensive system of clubs, related to both the schools and the youth organization, the "mass organizations" such as the *Free German Trade Union Federation* including *The Teachers Union*, the *Democratic League of Women*, and others. Finally, a comprehensive system of adult education reaches into every county and city of the Zone.

Youth Organizations

The official youth organization of the Soviet Zone consists of the *Free German Youth* for young people aged 14 through 26, and its subsidiary organization, the *Pioneer Organization "Ernst Thaelmann"* for children aged 6 through 14.

THE FREE GERMAN YOUTH (FREIE DEUTSCHE JUGEND: FDJ)

The history of the *Free German Youth* begins with the Communist Youth Organization of Germany, an organ of the German

Communist Party, founded in 1919. Although the organization was active until its liquidation by the National Socialist Government in 1933, it never was very successful and consisted primarily of the children of communist party members. It had little connection with the great mass of German youth. Nevertheless, following the pattern of youth work established in the Soviet Union, it developed principles and leadership which again emerged immediately after the end of World War II.

On July 31, 1945, the Soviet occupation authorities issued a directive which authorized the establishment of anti-Fascist youth committees in the offices of the mayors of large and medium cities, these committees to be financed by the mayor's office. All other youth organizations were forbidden. Shortly thereafter a Central Youth Committee was established in Berlin. On March 7, 1946, the Free German Youth was formally established. Eight hundred delegates to the First Parliament met in Brandenburg in June to prepare its charter. The pattern of organization was to consist of a central committee, with local groups in schools and factories, supplemented by home groups. Thereby the principle of reaching youth where they study and work was applied. Home groups were considered supplementary to the other two, designed to reach children who did not fall into one of the other two categories.

In the early days of the FDJ, stress was placed on the fact that the organization was independent of any political party and existed for all youth. By 1949, however, the resolutions of the Third Parliament, which met in Leipzig, defined the organization as an arm of the SED: "Our organization is loyally united with the affairs of the working classes and their guardian, the SED."¹ After a number of revisions, a new constitution was adopted at the Fifth Parliament of the FDJ in Erfurt in 1955.² According to the Constitution, membership in the FDJ is voluntary. Anyone who does not join, however, is seriously handicapped in his education, in his recreational activities, and in his eventual eligibility for employment. The membership was reported to be 1,224,506 as of July 15, 1956.³ In August 1956, the organization reportedly had 69,552 full-time staff members at all levels, with an average age of about 25 years.⁴

¹ Herz, Heinz-Peter. *Freie Deutsche Jugend*. (Free German Youth.) Muenchen: Juventa-Verlag, 1957, P. 24.

² "Statut der Freien Deutschen Jugend." (Constitution of the Free German Youth.) As quoted in Herz, op. cit., P. 86-104.

³ Herz, op. cit., P. 81.

⁴ *Ibid.*, P. 84.

Some of the duties of a member as defined by the constitution are:

1. To support actively the work of the FDJ and to attend the meetings of his local unit; to fight for the implementation of the resolutions of the FDJ, the SED, and the Government of the Zone.
2. To be an active fighter for a "unified, democratic, peace-loving Germany."
3. To work for an unbreakable friendship with the Soviet Union and with other peoples who are fighting for "peace, democracy, and socialism."
4. Exemplary conduct in industry, agriculture, trade, or commerce.
5. To study and disseminate the doctrines of Marx, Engels, Lenin, and Stalin.
6. To work actively with unorganized youth in order to bring them into the FDJ.
7. To develop a fearless criticism and self-criticism in order to eliminate all shortcomings and mistakes.

The organizational structure from the lowest to highest level includes the local groups in factory, school, university, farm co-operative, or other agency, with as few as three members; the village organization, city, county, or large industry group; and finally the Central Council and the Congress of Members.

The role of the FDJ in the schools has already been indicated in preceding chapters, where it was noted that the organization is represented on final examination boards, selection committees, and other groups whose decisions have a direct effect on the lives of all young people. Within the school, the major function of the FDJ is to assist the teachers in the development of patriotism among the students, that is, in political education. For this purpose, young teachers as well as students are organized into local units within the school. These units serve as important control agencies over everything that is taught or done in the schools.

The proposed university program of the FDJ, issued in April 1957, states the following:

Students who will not go this way with us [support of the Communist-controlled regime] do not provide the assurance that they will carry out their tasks in the development of socialism for the welfare of our Workers'-and-Peasants' State. They cannot expect that the working class will give them the opportunity to study and that we will tolerate them at the university.*

The program of the FDJ at all age levels includes normal youth activities—hiking, games, handicrafts, sports, discussions, dances, and others. Its primary purpose, however, is political education.

* "Entwurf des Hochschulprogramms der Freien Deutschen Jugend." (Draft of the University Program of the Free German Youth.) As quoted in *Zur Situation der Studenten in der Sowjetzone*. Bonn: Bundesministerium fuer Gesamtdeutsche Fragen, 1958, P. 42.

PIONEER ORGANIZATION "ERNST THAELMANN"

Officially founded on March 10, 1949, as "Young Pioneers," this organization constitutes the children's department of the FDJ. On August 23, 1952, the present name was adopted.

The Constitution of the FDJ defines the task of the organization as follows:

The Pioneer Organization "Ernst Thaelmann" assists, under the direction of the Free German Youth, in the training of children aged 6 to 14 years, according to the example set by Ernst Thaelmann, in the spirit of patriotism, of love and loyalty to the German Democratic Republic, the working class and its party, the Socialist Unity Party of Germany, in the spirit of firm friendship with the Soviet Union and friendship among nations. It develops in the children the love for learning and working, discipline, and respect for adults.*

Walter Ulbricht stated the primary purpose of the Pioneer Organization as "to assist the school in patriotic education and to work toward the end that the entire life of the children—their learning, their behavior in the family, their play, and their recreation—are filled with thoughts and feelings of unlimited loyalty to the Workers-and-Peasants' State, of respect for the workers' party, of brotherly solidarity with the patriots of Western Germany, of friendship and love for the Soviet Union and the glorious Soviet Army."

The membership was claimed to be about 1,600,000 in 1955. Nominally, joining or leaving the organization is voluntary. Various types of pressure, however, are used so that failure to participate may have far-reaching effects on the child's later life, especially in his opportunities for advanced education. For example, a student in the eighth grade who applies for admission to the secondary school must present a recommendation from the pioneer leader as well as the director of the school regarding his "social" work.

The structure of the Pioneer Organization is closely related to the schools. The "Pioneer Group" consists of the pioneers of a school class, or, when the school is very small, of several classes. The group meets every 2 to 4 weeks, usually in "home evenings." Within the group, "Pioneer Circles," consisting of about seven children, are formed to carry out special tasks. Annually, each group elects a council consisting of five to seven members. The spokesman for each class is designated by the council. Other

* Hera. op. cit., P. 101.

¹ *Die Pionierorganisation "Ernst Thaelmann" in der Sowjetzone.* (The Pioneer Organization "Ernst Thaelmann" in the Soviet Zone.) Bonn: Bundesministerium fuer gesamtdeutsche Fragen (c.1957), P. 14.



District Parliament of the Pioneer Organization "Ernst Thaelmann."

forms of student government, such as student committees or councils are not permitted.

At large schools, the Pioneer Groups are organized into "Pioneer Friendships." These Friendships meet about every 4 to 8 weeks, frequently on political holidays. The Friendship is the highest organizational unit. There is none at county, regional, or national level. Central direction is provided through the machinery of the FDJ. Each Friendship elects a council of from 7 to 15 members to carry on its program.

The full-time pioneer leaders, trained in the institutions for elementary teachers or in short courses supplemented by correspondence study, provide the leadership and direction of the program. Most of them are selected from among the leaders of the FDJ. Every school with four or more teachers must have at least one, the number increasing with the size of the school. The pioneer leader is a voting member of the pedagogical council of the school and of the parents' council. As a member of the school staff, he is responsible to the director. As a youth leader, however, he is also responsible to the county council of the FDJ, which usually gives him his vacation assignments.

The work of the pioneers is carried on in school, in out-of-school clubs, and in special vacation camping programs. Large

sums of money have been spent for the development of pioneer "homes" and "palaces," such as the Pioneer Palace "Walter Ulbricht" in Dresden.

CLUBS

The close relationship between the schools and the youth organizations is illustrated by a variety of clubs or "working associations" that carry on activities directly related to school work and, at the same time, provide many of the activities of the youth organizations.

"Skillful Hands" provides a handicraft program for children in the lower grades. This program introduces the children to the use of simple tools and to construction with paper and wood. An important objective is to awaken in children a love for manual labor.

"Young Scientists" concern themselves with gardening and agriculture, animal husbandry, botany, zoology, meteorology, and the study of agricultural machinery. The purpose of the club is to arouse enthusiasm among the children for agriculture as a profession and to develop an understanding of the importance of agriculture in the economy.

"Young Technicians" study transportation, machine construction, ship and airplane model building, communications equipment, building construction, and chemical technology.

"Young Historians" study the patriotic traditions of the German people, primarily in the local setting, as a supplement to the community study programs in the schools.

"Young Artists" carry on programs of choral singing, folk dancing, and folk music.

The Ministry of Public Education provides outlines and study plans for all of the above groups. "Stations" for young technicians and for young scientists have been built in all counties. A central station for each type, directly responsible to the Ministry of Public Education, directs the work of the county stations. The high points of the activities of all clubs are county, district, and Zone-wide competitions and other public performances.

SCHOOL CLUBS AND HOMES

In 1954, the Ministry of Public Education ordered the establishment of school clubs at every elementary school. These provide a place for children to stay during their free time, to do their home-

work, and to carry on leisure-time activities. The director of the school is responsible for the operation of the clubs and usually delegates one of the teachers as the immediate supervisor.

School homes have been established primarily as a place for parents to leave their children during working hours. Each home is directly associated with a particular school and is expected to carry on a program for children who stay there during nonschool hours. Although the majority of the children are brought to the home in the morning and called for in the evening, some facilities are available for overnight stays. The purpose of the homes as defined by the administration is to place women on an equal economic footing with men by releasing them from the necessity of caring for children in the home or securing personnel for this purpose through private initiative and at personal expense.

SPORTS

In addition to compulsory physical education in the schools, all children are expected to participate in sports in order to achieve the sport award entitled "ready for work and for the defense of the homeland." For this purpose, sport clubs have been established in schools, factories, pioneer homes, and as independent groups so that every young person has an opportunity to participate in an organized sport program.^a

The School and the Home

Article 37 of the constitution, quoted in chapter II, provides for cooperation between the school and the home through the establishment of parents' councils. A number of orders and instructions for the implementation of this article have been issued, resulting in a general directive issued in 1955.^b

Members of the council are elected, at least one for each class in the school. Preparations for the election are carried out by a committee under the supervision of the director of the school. All parents who have children in school are eligible to vote or to be elected. Lists of candidates, posted in advance by the committee, contain not only the names, but the social viewpoint of the candidates. The director of elections prepares the list of candidates,

^a *Schulrecht und Schulverwaltung in der Deutschen Demokratischen Republik*. P. 282-288.

^b "Verordnung ueber die Aufgaben und die Arbeit der Elternbeiräte an allgemeinbildenden Schulen vom 14. Okt 1955." (Order Concerning the Objectives and the Work of the Parents' Councils in the Schools for General Education.) *Gesetzblatt I*, 1955, P. 689-691.

which is presented to the election assembly. In the assembly, the voters have the right to strike or to add candidates. According to the administrator's manual, this assures the parents the right to elect "only such candidates . . . whose progressive, democratic viewpoint and active support of the needs of the Workers-and-Peasants' State will lead to a significant contribution toward the work of the school."¹⁰

In addition to the elected members, the council includes representatives of sponsoring firms, the pioneer leader of the elementary school or the FDJ secretary of middle or secondary schools and a representative of the Democratic League of Women.

The purpose of the council is to assist the school in carrying out its educational program. It develops plans and passes resolutions which become effective upon approval by the director of the school.

Parents' seminars have been introduced to instruct especially the mothers in the care and education of their children. These are under the direction of the Democratic League of Women.

Adult Education

Adult education enjoys a long and respected tradition in Germany. Especially during the period of the Weimar Republic large numbers of adult schools (Volkshochschulen) were established throughout Germany. The Soviet occupation authorities immediately seized upon this tradition and this organization as a means for educating the masses of people beyond school age in their political and economic philosophy.

DEVELOPMENT OF ADULT EDUCATION, 1945-55

Already in 1945 adult education schools were opened in all 22 districts of Berlin, 8 of which were in the Soviet sector. The first one, located in Koepenick, issued a printed program as early as July 1945 and began instruction in the same month. At the same time steps were taken on private initiative to reopen the adult schools in the Zone. Many non-Communist educators who had worked in the system before the war participated willingly, seeing in the revival of the adult schools a return to the democratic spirit which characterized adult education in the Weimar Republic. This spirit was exemplified by the following principles: adult

¹⁰ *Schulrecht und Schulverwaltung in der Deutschen Demokratischen Republik*. P. 274-275.

education was completely voluntary; it provided the types of programs desired by the enrollees; and it was locally administered, financed, and controlled, with a minimum of assistance from central government sources.

On January 23, 1946, the Soviet Military Administration issued Order Number 22, authorizing the establishment of adult schools in larger cities, thereby legalizing the efforts that were already under way.¹¹

A statute for the adult schools appeared simultaneously as an annex to the order.¹² Both the order and the statute set the pattern for the development of adult education in the Zone: centralized control and a prescribed course of study for political purposes. Adult schools were to be opened in the larger cities in order to "disseminate general and political knowledge among adults and youth." They were to conduct their work according to a *unified* course of study, which would be prepared by the German Administration for Public Education and approved by the Soviet Military Administration. The individual schools were placed under the direct supervision of the Ministries of Education of the five States. The local community was made responsible for financial support. The director of each school was selected by the German Administration for Public Education. The faculty, supplemented by representatives of the political parties, the Cultural Council, the Free German Trade Union Federation, and anti-Fascist committees, served as his council. An address delivered at the first cultural conference of the German Communist Party, held in Berlin, February 3-5, 1946, stated the purpose of the adult education program: as follows:

The transmission of this knowledge, schooling in the spirit of democracy, does not take place for its own sake, but to train the students of the adult schools as activists in the struggle for democratic reconstruction. The adult schools do not have the objective of transmitting knowledge for its own sake; their goal is to make this knowledge a weapon for our practical, social, and political work.¹³

The first courses that were introduced consisted primarily of

¹¹ "Befehl des Oberkommandierenden der Sowjetischen Militäradministration . . . Nr. 22 vom 23. Januar 1946: Ueber die Taetigkeit der Volkshochschulen und die Ordnung ihrer Eröffnung in der Sowjetischen Besatzungszone Deutschlands." (Order of the Commander-in-chief of the Soviet Military Administration . . . No. 22 of January 23, 1946: Concerning the Activity of Adult Schools and the Regulation of their Reopening in the Soviet Zone of Germany.) In Gutsche, Heinz, *Die Erwachsenenbildung in der Sowjetischen Besatzungszone*, II. Bonn: Bundesministerium fuer Gesamtdeutsche Fragen, 1953, P. 7-8.

¹² "Statut der Volkshochschulen in der Sowjetischen Besatzungszone Deutschlands-Anlage zum Befehl Nr. 22 vom 23. Januar 1946." (Statute of the Adult Schools in the Soviet Occupation Zone of Germany-Annex to Order No. 22 of January 23, 1946.) In Gutsche, Heinz, *Die Erwachsenenbildung in der Sowjetischen Besatzungszone*, II. Bonn: Bundesministerium fuer Gesamtdeutsche Fragen, 1953, P. 8-9.

¹³ Gutsche, Heinz. *Die Erwachsenenbildung in der Sowjetischen Besatzungszone*, I, P. 30.

foreign languages and vocational training. With the coming of economic planning 2 years later, more and more emphasis was placed on the adult schools as training centers for the improvement of technical workers and the development of personnel. Courses in Marxism, political economy, and dialectical materialism were offered, but they attracted few students in the early years. Evidently considerable pressure was required to maintain and develop them.

By 1948, adult schools were in operation in all five States of the Zone. In January of that year the Soviet authorities ordered the expansion of the system through the development of new schools in county seats and larger cities and the establishment of branches in small towns and in large industries.¹⁴ This marked a new phase in the development of adult education in that the task of the adult school became crystallized: the support of the 2-year economic plan, which was introduced in 1948. This objective was defined in the resolutions of the Third Conference of Adult School Directors, held in Berlin, November 17-19, 1948:

The adult school of the Soviet Occupation Zone considers its primary objective the practical and ideological support of the working class in its struggle for the fulfillment of the 2-year plan. Its goal is the training of politically conscious, vocationally qualified activists from the ranks of the adult working classes.¹⁵

The resolutions state further that the adult school has a common objective with the Free German Trade Union Federation, the former being responsible for general vocational training, the latter for specialized training. In cases where the Federation does not have the facilities, the school performs both tasks. The directors quoted the following figures for achievements to 1948: 106 adult schools with 241 branches; 12,047 courses with 284,070 students in 1947-48; 24 percent of the students representing the working classes, 39 percent, administrative officials; 2,784 teachers, 1,704 of whom were university graduates.

The guidelines for the year 1948-49 provided for the expansion of the Adult Education Department of the German Administration for Public Education and the establishment of inspection districts, each with a full-time inspector. It also proposed the introduction of examinations and certificates. New courses of study were to be developed in the foundations of scientific socialism,

¹⁴ "Befehl des obersten Chefs der Sowjetischen Militäerverwaltung in Deutschland vom 13. Januar 1948. Erweiterung des Netzes der Volkshochschulen in der Sowjetischen Besatzungszone Deutschlands." (Order of the Commander-in-Chief of the Soviet Military Administration in Germany of January 13, 1948; Expansion of the Network of Adult Schools in the Soviet Zone of Germany.) As quoted in Gutsche, op. cit., II, P. 13-14.

¹⁵ Gutsche, op. cit., I, P. 29.

history, history of world literature, law, industrial economics, techniques of intellectual work, geology, journalism, current affairs, economic history, economic geography, technology, scientific agriculture, systematic philosophy, economic planning, and statistics. Courses were also to be developed that would lead to the fulfillment of requirements for university entrance.

Considerable expansion took place in the following years, producing an enrollment of 325,000 by 1950. The schools themselves expanded rapidly into industry, either by offering individual courses, by establishing branches, or by establishing complete schools (industry adult schools) in industrial plants. A system of "delegation" was introduced under which workers were assigned to particular courses during working hours. During 1948-49, many adult schools developed complete courses leading to university entrance, usually designating these as the "evening secondary school." In 1952, the latter were established as separate schools, numbering about 50 by 1955.

The first 5-year plan, introduced in 1951, called for the increase of enrollments in adult schools to one million. Contests, premiums, certificates, and similar devices, just as in industry, were introduced to assist in meeting quotas and objectives.

A major change in administration took place with the establishment of a Ministry of Culture in 1954, which, among other things, became responsible for the adult schools. At the same time, the Department of Adult Education in the Ministry of Public Education was abolished. The same change was made in the administrative districts and in the counties. Adult education became a part of "mass cultural work."

REORGANIZATION OF 1956 AND SUBSEQUENT DEVELOPMENTS

A number of developments in the educational system as a whole had a direct effect on the work of the adult schools. Among these were the introduction of evening and correspondence courses in technical schools; correspondence courses at universities; and the expansion of vocational and technical schools in industry. The role of the adult schools, therefore, required clarification and revision. Upon recommendation of the Politburo of the SED, a transformation of the tasks of the adult schools was announced in March 1956. The responsibility for adult schools was removed from the Ministry of Culture in 1957 and returned to the Ministry of Public Education. The latter defined the new role of schools in a formal announcement, dated July 13, 1957:

In accordance with the decision of the Minister-President of the German Democratic Republic, "concerning the change in the tasks of the adult schools and the further development of the technical qualifications of workers" of March 27, 1956, the course of study of adult schools may present the following programs:

- I. Systematic courses of study based on the courses of study of the general school; they will end with an examination.
 1. Complete courses of study, leading to the educational objectives of the elementary school, the middle maturity, and the maturity examination.
 2. Complete courses of study leading to admission to technical schools and to university correspondence study.
 3. Single courses, leading to the objectives of the elementary, the middle, or the secondary school in a single subject.

The certificates obtained through final examinations in these courses have documentary validity.

II. Courses of Study without examinations.

1. Courses of study in which specific subject areas are treated,
 - a. On the basis of the courses of study of elementary, middle, or secondary schools.
 - b. By free choice of subject areas taught in the elementary, middle, and secondary schools without being bound to the course of study.
2. Other Courses.
 - a. In social sciences,
 - b. In foreign languages not taught in the general schools,
 - c. In literature, art education, music,
 - d. In pedagogy, psychology,
 - e. In administrative law, economic policy,
 - f. In subject areas meeting particular local needs and conditions insofar as they do not contain vocational or inservice training."

Adult education in the Soviet Zone, therefore, has become essentially the "Evening School for Adults," emphasizing the curriculum of the elementary, middle, or secondary schools, terminating with examinations and leading to certificates equal in value to those issued by the regular schools. These courses of study are supplemented by some courses for which no examinations are given. The broad concept of adult education characteristic of Western democracy, namely a program through which the individual can pursue his personal, vocational, and cultural interests on a purely voluntary basis in facilities designed and operated to meet the expressed needs and desires of the individual, has virtually disappeared.

* "Lehrprogramme an Volkshochschulen, vom 1. Juli 1957." (Courses of Study for Adult Schools, as of July 1, 1957.) As quoted in Gutsche, op. cit., II, P. 98.

CHAPTER VIII

Educational Administration and Finance

THE AGENCIES RESPONSIBLE for the administration of education have been indicated, in general, in the preceding chapters. A systematic listing of these agencies with a summary of their responsibilities should serve to clarify the total administrative structure.

Principles of School Administration

The basic handbook on school law and administration in the Soviet Zone devotes a lengthy section to an exposition of five principles of administration:

1. *The principle of the leading role of the working class and its party.*—The Socialist Unity Party, as the “party of the working classes” is responsible for an action program in all areas of public life. It establishes the goals of the State and indicates the means for their fulfillment. It exercises its authority through the established administrative agencies in all fields.

2. *The principle of continuous involvement of the broad masses of the working classes in the solution of school problems.*—According to this principle participation of the masses in school affairs takes place through the permanent commissions for public education in the districts and counties, the mass organizations, and other devices for individual participation. The function of the permanent commissions is to support the department of education of the district and county councils in carrying out the educational and cultural program. The central government utilizes the commissions as control agencies to insure that its directives are carried out. The commissions also study the needs and wishes of the people and make recommendations to the administrative agencies.

Some other agencies through which the masses participate in

educational affairs are the political parties, the Free German Trade Union Federation, the Free German Youth, the Democratic League of Women, the Society for German-Soviet Friendship, the Cultural Council for the Democratic Reconstruction of Germany, the Society for the Protection of Children, the Society for Sport and Technology, and the Society for the Dissemination of Scientific Knowledge.

Finally the individual worker has the right to submit suggestions and complaints to administrative agencies.

3. *The principle of "democratic centralism" and "double subordination."*—Democratic centralism is defined by the handbook as the planned direction of economic and cultural development through the strict subordination of the lower administrative organs to higher ones. At the same time, it represents the development of local initiative, the maximum consideration for local differences, and the development of the independence of the workers within the framework of a unified, independent plan. Double subordination refers to vertical and horizontal organization. Vertically, the department of education of the county, for example, is responsible to the Ministry of Public Education through the department of education of the district. Horizontally, it is an agency of the county council, responsible to it.

4. *The principle of the enforcement of socialistic law.*—Every organ of educational administration is responsible for the exact execution of all orders and resolutions in its field. This is accomplished through a system of inspection, both internal and external. Internal inspection is represented by the inspection system of the Ministry of Public Education and its subordinate agencies. External inspection is performed by agencies not responsible to the Ministry, especially the Central Commission for State Inspection. Finally there is a "public inspection," carried on by the workers through their own agencies, through meetings and conferences, through the mass organization, and through the press.

5. *The principle of conscious application of the objective laws of social development.*—The "objective" law on which all economic, social and educational law is based is the economic law of socialism.¹

Utmost importance in all administration is placed on the "cadre" system. The cadre constitute the core of dependable, key workers, stationed in all agencies and at all levels to execute the

¹ *Schulrecht und Schulverwaltung in der Deutschen Demokratischen Republik.* P. 139-150.

laws, orders, and instructions issued by the central authorities. "The cadre in the field of public education are the power that guarantees the execution of the directives of the party and the government."²

The Administrative Agencies: A Summary

DEPARTMENT OF GENERAL EDUCATION, CENTRAL COMMITTEE OF THE SED

The Central Committee of the SED is the chief policy-making agency of the German authorities in the Zone. The Department of Education prepares major laws and decrees in its field, issues policy guidance, and supervises the work of the Ministry of Public Education.

THE COUNCIL OF MINISTERS

The Council of Ministers, constituting the cabinet directly under the Prime Minister, is the primary executive agency. Major laws and decrees are usually issued in the name of the Council.

THE MINISTRY OF PUBLIC EDUCATION

Before the establishment of the German Democratic Republic by the Soviet authorities, the German Central Administration for Public Education bore the primary responsibility for the entire educational program, including vocational, technical, and higher education. The direct successor to the Central Administration is the Ministry of Public Education, established together with the other Ministries in October 1949. It is no longer responsible for technical and higher education, but it is the chief administrative agency for all other levels of education.

The Ministry is directly responsible for the general schools and supervises the development of detailed courses of study. In addition, it provides the overall guidance for vocational education, directs the program of adult education and is responsible for teacher training. The Minister is assisted and guided by a *council*, consisting of the Minister, the State Secretary, the Deputy Minister, all Department heads, and a number of leading educators who are not members of the Ministry.

² *Ibid.*, P. 151.

At the district and local level, the work of the Ministry is carried out by the *departments of education* of the district, county, and city councils. These departments have a dual subordination, both to the Ministry and to their respective councils. District departments are advised by the *pedagogical cabinets*. Individual schools operate under the supervision of the county or city departments. The director of every school with four or more teachers has a *pedagogical council* as an advisory body. District and county departments have sections for school administration, school inspection, assistance to youth, institutional training, and physical training.

A number of specialized agencies have been established directly under the Ministry:

The German Pedagogical Central Institute is responsible for the theoretical and philosophical foundations of the educational system. It develops detailed courses of study for the general schools, translates Soviet writings for use in the Zone, conducts research, and serves as a training center for research workers. The organ of the council is the monthly magazine, *Paedagogik*.

The German Central Institute for Materials of Instruction, formerly the central film library, prepares and distributes films, slides, charts, maps, and other instructional materials, not including textbooks.

The Central Institute for Inservice Training develops plans, instructions, and materials for the compulsory inservice training program.

The Central Institute for Inservice Training of Music Teachers is similar to the above.

The Central House of the Pioneer Organization "Ernst Thaelmann" in Lichtenberg directs the work of all pioneer houses.

The Central Station for Young Technicians, *The Central Station for Young Scientists*, "*Walter Ulbricht*," and *The Central Station for Young Tourists*, "*Youth Guard*," direct local stations of their respective organizations.

The German Teachers' Library in Berlin and the *Comenius Library* in Leipzig are major libraries in the field of education.

Volk und Wissen Verlag, a state-owned publishing house, prints and distributes all textbooks. The content of the texts is developed in close cooperation with the German Pedagogical Central Institute. *Volk und Wissen Verlag* also publishes the weekly teachers' newspaper, "*Deutsche Lehrerzeitung*," and the monthly magazine for vocational education, *Berufsbildung*.

The Ministry also controls directly the *School of Pedagogy* in

Potsdam, the seven *pedagogical institutes* for training teachers for the intermediate level (Guestrow, Dresden, Leipzig, Halle, Erfurt, Muelhausen, and Chemnitz), and the institutes for training kindergarten teachers in Klein-Welka and Radibor. The *departments of education* of the districts administer the teacher training institutes for primary teachers.

THE MINISTRY OF LABOR AND VOCATIONAL EDUCATION

Established in November 1954 this ministry was made responsible for vocational education, performing the same functions in this field as the Ministry of Public Education performed in general education. *Departments of labor and vocational education*, with the dual subordination already noted, were established in district, county, and city councils. At the same time, the Department of Vocational Education in the Ministry of Education was abolished.

The German Institute for Vocational Education was established as an arm of the Ministry to develop courses of study and methods of instruction for vocational schools.

The Ministry worked in close cooperation with the various *technical ministries*, which controlled the technical content of instruction in vocational schools.

In 1958, the Ministry was abolished together with a number of technical ministries. Its general functions were returned to a Department of Vocational Education in the Ministry of Public Education. The functions performed by the technical ministries were assigned primarily to associations of socialized industries.

THE STATE SECRETARIAT FOR HIGHER EDUCATION

The Secretariat was established in 1951 to control all institutions of higher education except those in the fields of education, music, and fine arts. Prior to this date, institutions for higher education were directly administered by the States in which they were located. The responsibility for technical education was added to the State Secretariat in 1952. The title of the agency, therefore, frequently appears as the State Secretariat for Technical and Higher Education. In this field, the Secretariat cooperates with the technical ministries in the development of technical content of courses, but is responsible for the overall direction of the total program of technical education.

The Secretariat publishes *Die Fachschule* and *Das Hochschul-*

wesen, official monthly magazines for technical and higher education respectively. Because of the extensive power of the Secretariat over the individual institutions of higher education, the traditional university autonomy no longer exists.

THE MINISTRY OF CULTURE

Established in 1954,³ this Ministry is responsible for the "mass culture" program, including art, music, folk festivals, theater, museums, public libraries, "houses of culture," recreational programs, and similar activities. From 1954 to 1957 it also directed the program of adult education. Responsibility for the latter was then returned to the Ministry of Public Education.⁴

School Finance

Since the abolition of the five states of the Soviet Zone in 1952, the levels of government are represented by the Central Administration, the fifteen districts which replaced the states, the urban and rural counties, and the communities within the counties. Each level has some responsibility for educational finance. The percent of the total budget utilized for public education at each level is reported to be: Communities in rural counties, 50 percent; all Communities and counties, 25-30 percent; all districts, communities, and counties, 15-20 percent; total budget of the Zone, about 4 percent.⁵

The education budget is part of the central budget, which is prepared annually by the Ministry of Finance. This budget is based in turn on the central economic plan. A 2-year plan was introduced in 1948, the first 5-year plan in 1951, and the second 5-year plan in 1958. Annual economic plans are based on these long-range plans.

Budgeting at every level of administration follows precise regulations and a standard system of accounts issued by the Ministry of Finance. The educational budget falls into 3 of the 10 major divisions of the central budget: (1) Public education, vocational education, and sport; (2) science and culture; and (3) central administration. Higher education falls into the second

³ "Verordnung ueber die Bildung eines Ministeriums fuer Kultur der DDR vom 7. Januar 1954." (Order for the Establishment of a Ministry of Culture of the German Democratic Republic.) *Gesetzblatt*, 1954, P. 24-27.

⁴ Gutsche, Heinz. *Die Erwachsenenbildung in der Sowjetischen Besatzungszone*, I, P. 124.

⁵ *Schulrecht und Schulverwaltung in der Deutschen Demokratischen Republik*, P. 275.

category. The administrative expenses of the ministries concerned with education are part of the third. All the other levels of education are part of the first.

Specific responsibilities for the planning and execution of the annual budget and the disbursement and control of funds have been established for each level, from the director of the individual school to the community, county, district, and Zonal level. Each level of administration also has specific responsibilities for producing the required revenues.

The central budget consists of the budget of the central government plus the budgets of the districts; the district budget, in turn, includes the budget of the district council plus the budgets of the counties; the budget of rural counties includes the budget of the county council and the communities; that of urban counties, the budget of the city council and the city subdivisions. Greater Berlin, for example, has 22 subdivisions, 8 of which are in the Soviet Sector.

The assignment of financial responsibility, in general, is as follows:

1. Communities or city subdivisions: Maintenance and general repair of school plants; purchase and replacement of school furniture; medical supplies; school library books; instructional materials; and the wages of secretarial and custodial personnel.
2. Urban or rural counties: the major items of the education budget for the county council are salaries of teaching and administrative personnel and the general expenses of the county department of education.
3. Districts: In addition to the expenses of the district departments of education, the districts are responsible for financing the teacher training institutes for primary teachers.
4. The Central Government: The central government is directly responsible for financing higher education. A Zone-wide school construction program is in progress as part of the general postwar reconstruction program and the 5-year plans. Details of financial participation in school construction by the various administrative levels are not available to the writer at the present time. The expenses of the Ministries concerned with education and of the subordinate agencies directly responsible to them, such as the various Central Institutes that have been listed, constitute a considerable item in the central budget for education.*

Great emphasis is placed on the participation of parents' councils, sponsoring firms, the mass organizations, and the general population in school finance: "The participation of so large a number of coworkers and helpers has a dual goal. First, it shall lead

* *Schulrecht und Schulleitung in der Deutschen Demokratischen Republik*. P. 268-292. (This reference provides illustrations of school financial procedures, but does not give a detailed picture of school finance at all levels.)

to the objective that a large number of workers become informed about the financial and cultural policy of our Workers'-and-Peasants' State and thereby will have a better understanding of many government actions and will themselves become participants in the execution of these actions. Secondly, large portions of the population should participate in the management of the State; each individual should recognize the responsibility which he is permitted to bear—a participation by the workers that is possible only in our social order—and which he is obligated to bear.”¹

A common example of this participation is the provision by sponsoring firms of equipment and materials for school shops and provision at industry expense of space and equipment for industry vocational schools. Parents' councils and other groups frequently raise money for special projects and other purposes. All funds received or expended by the schools must be reflected in the central budget and related accounts.

The above discussion of school finance, a technical and detailed subject, is illustrative rather than complete.

¹ Ibid., P. 229.

CHAPTER IX

Educational Relations Between the Federal Republic and the Soviet Zone

The Refugee Problem

Article 11 of the Basic Law of the Federal Republic establishes the right of all German nationals to move freely anywhere in Germany.¹ Consequently, with the exception of some security measures, there are no restrictions imposed by the Federal Republic on entrance from the Soviet Zone. Incoming Germans are under no obligation to report to Government agencies, except for the registration of their address, required of all German residents, and are not restricted in their choice of residence or occupation. Only insofar as they desire assistance from Government sources must they proceed through established channels. Since the vast majority of refugees require assistance, almost all of them, as the first step in this process, report to one of the three federal refugee centers, West Berlin, Giessen, or Uelzen, immediately upon their arrival in the Federal Republic or shortly thereafter, where they are screened. In 1956, 87.9 percent were accepted; in 1957, 96.2 percent; and in the first half of 1958, about 98 percent.²

The Federal Ministry for Expellees, Refugees and War Victims reported that as of July 1, 1957, 3,050,000 German refugees from the Soviet Zone had entered the Federal Republic.³ Added to the 9,100,000 German expellees from the East in the immediate post-war period, this brings the number of expellees and refugees in the Federal Republic to over 12,000,000, 22 percent of the total

¹ *Basic Law for the Federal Republic of Germany*. Anglo-American Translation. Department of State Publication 3526; European and British Commonwealth Series 8. Washington: U.S. Government Printing Office, 1949, P. 5.

² *Notaufnahme von Zuwanderern der SBZ*. (Emergency Reception of Incoming Persons from the Soviet Zone.) Berlin: Bundesminister fuer Vertriebene, Fluechtlinge und Kriegage-schadigte, 8. Juli 1958. Mimeo. 2 p.

³ Middelmann, Werner. *The Problem of Expellees and Refugees in the Federal Republic of Germany*. Bonn: [Federal Ministry for Expellees, Refugees and War Victims], June 1, 1958. Mimeo. P. 2.

population. Every effort has been and is being made to assimilate them. A spokesman for the Ministry estimated in 1958 that about 40 percent were completely assimilated, 50 percent were well on the way, and about 10 percent, primarily the most recent arrivals, were just beginning the process. About 400,000 were still in emergency camps and reception centers.

THE REFUGEE PROBLEM AND EDUCATION

The stream of refugees from the Soviet Zone to the Federal Republic has always contained a considerable number of educators from all levels. From June 30, 1952, to the end of 1956, 9,870 teachers fled the Zone.⁴ The following recent figures on incoming refugees were reported to the Parliament of the Federal Republic by Ernst Lemmer, Minister of All-German Affairs:

January 1, 1958–August 15, 1958: 813 doctors, veterinarians and dentists; 115 pharmacists; over 250 professors, lecturers and assistants; over 2,300 teachers.

August 1958, alone: 619 teachers, 412 of them trained since 1945.

January–December, 1957: 3,100 graduates of the secondary schools.⁵

The enrollment of Soviet Zone students in the Universities of the Federal Republic is about 6,000–7,000. Numerous reports and studies present additional figures. A study of higher education in the Soviet Zone published in 1953 devotes 15 pages to a list of professors and students who were arrested in the Zone up to June 1953.⁶ The Federal Committee for Youth Reconstruction states in a report issued in 1955 that over 8,000 secondary school students and graduates from the Zone had entered the Federal Republic.⁷ The monthly magazine of the Association of Teachers and Officials Driven from the Soviet Zone reports in almost every issue individuals and groups who were dismissed, arrested, or who fled to the West.⁸ Numerous other references could be cited, but the general picture is clear. A significant number of students, educators, and other professional personnel are constantly leaving the Soviet Zone. The numbers fluctuate according to specific

⁴ *Das Schulwesen in der Sowjetzone*. Vierte Auflage. P. 23.

⁵ *Das Gebot der Menschlichkeit*. (The Demands of Humanity.) Bonn: Bundesministerium fuer Gesamtdeutsche Fragen, 1958, P. 11–18.

⁶ Mueller, Marianne and Egon Erwin Mueller. . . . "Stuermt die Festung Wissenschaft!" (Storm the Fortress of Science.) Berlin: Colloquium-Verlag, 1953, P. 364–379.

⁷ *Schueler, Abiturienten und Studienanfuenger aus Mitteldeutschland*. (Pupils, Graduates and Beginning Students from Middle Germany.) [Bonn]: Bundesarbeitsgemeinschaft Jugend-aufbauwerk, Juli 1955, P. 1.

⁸ *Informationsdienst fuer freiheitliche Erzieher*. (Information Service for Freedom-Loving Educators.) Duesseldorf: Vereinigung der aus der Sowjetischen verdraengten Lehrer und Beamten, e.v. (Monthly magazine, Vol. 1, No. 1, June 1953.)

moves toward "socialization" in the Zone. For example, the intensification of the socialization of universities, expressed in the conferences of February 1958, brought such a sharp increase in defections that Ulbricht in April announced a softer policy toward older professors. Shortages of teachers, scientific personnel, professors, medical personnel, and others are evidently a persistent and serious problem in the Soviet Zone.

RECEPTION IN THE WEST

Incoming teachers and professors are absorbed as rapidly as possible in the Federal Republic through normal educational channels—the State Ministries of Education for the former, the autonomous universities and other institutions of higher education for the latter. The Association of Teachers and Officials Driven from the Soviet Zone was organized in 1953 to provide some assistance to incoming refugees, and especially to keep the people of the Federal Republic informed on educational developments and conditions in the Soviet Zone. Johannes Giesberts, member of the City Council of Cologne and himself a refugee, has been president of the organization since its inception.

The Government of the Federal Republic, the Governments of the Individual States, Counties, and Municipalities, and nongovernmental agencies, such as the welfare organizations of both the Catholic and the Evangelical church—all participate in the assimilation process. In 1957 the Federal Government provided assistance in the amount of DM 5,235,000 for students from the Zone and DM 3,375,000 for secondary-school graduates who were beginning their studies in the Federal Republic. The corresponding figures budgeted for 1958 were 6,037,000 and 3,375,000 respectively.*

Resolutions have been adopted by the Permanent Conference of Ministers of Culture to regulate the recognition of maturity certificates and university courses presented by students from the Zone. In general, maturity certificates issued to December 31, 1950, are recognized without question. Those issued after that date are recognized in principle, but the student must take a special examination for university entrance. He is not expected, however, to meet the requirements of the maturity examinations of the Federal Republic. Students who have completed not more than 1½ semesters at a university or institution of similar rank

* Scheidemann, K. *Fr. Foerderung von Studenten und Hochschulen*. (The Support of Students and Universities.) Bonn: Bundesministerium des Innern, 1958, P. 47.

must take an examination in order to have their work validated. Students with more than $1\frac{1}{2}$ semesters can be admitted without examination.¹⁰

Although resolutions of the Permanent Conference are not binding on the States, they nevertheless represent a consensus of viewpoint that has a strong influence on the educational authorities of the States. The provisions described above are being followed in all States with a high degree of uniformity. The general viewpoint expressed throughout the Federal Republic is to give the student from the Zone the best possible opportunity to carry on his work rather than to penalize him for being the victim of developments in the Zone that are completely beyond his control.

Cultural and Professional Relationships

Until 1958 there was considerable informal interchange between the Federal Republic and the Soviet Zone. German citizens travelled across the border in either direction without excessive difficulty. Soviet Zone representatives appeared at many educational and scientific conferences in the Federal Republic. The reverse was also true. At the Fifth Pedagogical Conference in Leipzig in 1956 Alfred Wilke, in his welcoming address, noted the presence of representatives from the Federal Republic: "With pleasure I can report to you that a number of West German colleagues are participating in our deliberations. To you, our colleagues from the German Federal Republic, we extend our hearty greetings."¹¹ None of these participants, according to reports, occupied official positions in the Federal Republic. Soviet Zone authorities established special vacation programs for children from the Federal Republic; large numbers of children from the Zone spent their vacation in the West.

Minister Lemmer, in his report cited earlier, explains the situation as follows: "When the Soviet Zone Government recognized in 1957 that the political-propagandistic expectations, which it had attached to the activation of all-German contacts, were not being fulfilled, the relaxations introduced since 1953 were gradually eliminated . . .

¹⁰ "Beschluss der Kultusminister-Konferenz am 17./18. Mai 1954. Betr.: Anerkennung von Reifezeugnissen und anderen Bildungsnachweisen aus der Sowjetischen Besatzungszone fuer den Zugang zu den Hochschulen in der Bundesrepublik." (Resolution of the Permanent Conference of Ministers of Culture of May 17-18, 1954, Regarding the Recognition of Certificates of Maturity and other Academic Credentials from the Soviet Occupation Zone for Admission to Universities in the Federal Republic.) In Scheidemann, op. cit., P. 25-26.

¹¹ *Aufgaben und Probleme der deutschen Pädagogik*. P. 81.

"The number of middle Germans who travelled into the Federal territory in the first half of 1958 was reduced by 75 percent in comparison to the same period of the preceding year . . . " ¹² The number of Soviet Zone youth who stayed at youth centers in the Federal Republic on vacation trips in 1957 was 34,770; in 1958, 2,168. In 1958, almost all applications from youth and sport groups of the Federal Republic for entry into the Soviet Zone were said to have been rejected. Scientific conferences in 1955-57 usually attracted 40 to 60 representatives from the Zone; in 1958 only scattered visitors attended. At one scientific conference to which 90 visitors from the Zone had been invited, 30 appeared, many of whom were not members of the association. Exchange of theater companies, choral groups, and others has virtually ceased. ¹³ Developing gradually throughout 1957, the isolation of the Soviet Zone reached its high point in the new law concerning travel passes of December 11, 1957.

THE PASS LAW OF DECEMBER 11, 1957

This law revised the law of 1954 controlling passage across the border as follows:

Paragraph 8.

- (1) Whoever leaves or enters the territory of the German Democratic Republic without the required permission, or who does not limit himself to the destination, route, or period of time or other restrictions of his travel or sojourn, will be punished by imprisonment up to 3 years or by fines.
- (2) Whoever obtains for himself or for another by false declarations a permit to leave or to enter the territory of the German Democratic Republic will also be punished.
- (3) Preparations and attempts [to leave the territory] are punishable.

Paragraph 9.

Whoever resides in the territory of the German Democratic Republic without permission, can be expelled from the German Democratic Republic. ¹⁴

The pass law has had a marked effect on travel from the Zone to the Federal Republic, causing a decrease in 1958 of 75 percent over 1957. The reduction in educational, scientific, and cultural exchange between the Zone and the Federal Republic has already been noted.

¹² *Das Gebot der Menschlichkeit*. P. 12.

¹³ *Ibid.*, P. 12-22.

¹⁴ "Gesetz zur Aenderung des Passgesetzes der Deutschen Demokratischen Republic vom 11. Dezember 1957." (Law for the Revision of the Pass Law for the German Democratic Republic.) In *Das Strafrecht der sozialistischen Demokratie*. Berlin: VEB Deutschen Zentralverlag, 1958. P. 53.

Student travel had been restricted earlier by instructions issued by the State Secretary of Higher Education. These instructions specified that students of universities and technical schools required special written permission to travel into any of the NATO countries. Passes could be issued if the university rector certified that the travel was necessary and was part of the student's study program; for trips organized by social or state organs for the purpose of establishing peaceful contacts between the Soviet Zone and the country concerned; in family emergencies where close relations were concerned.¹⁵

¹⁵ "Anweisung des Staatssekretariats fuer Hochschulwesen ueber die Befuerwortung von Reisen der Studierenden der Universitaeten, Hoch-und-Fachschulen in Mitgliedestaaten der NATO vom 24. Mai 1957." (Instructions of the State Sekretariat for Higher Education Concerning the Approval of Travel by Students of the Universities and Technical Schools in Member States of NATO.) *Das Hochschulwesen*, 1957, No. 6.

CHAPTER X

The School System of Berlin

Four-Power Control of Berlin

Under the 4-power agreements for the postwar occupation and government of Germany, Berlin was to be governed as a single unit, although each of the four powers occupied a specific sector. The head of the allied government for the city was the Kommandatura, consisting of the four commandants of the city. Under the Kommandatura, committees were established to conduct four-power discussions and to reach agreements on operations in all major areas of concern, including education.

In practice, however, it was found that the areas in which unanimity could be achieved were limited. Each of the four powers administered educational matters in its sector almost on an individual basis. Education in each sector, therefore, tended to approximate the educational patterns that were evolving in the respective zones of occupation.

Neither the first ¹ nor the second ² cumulative review of education published by the office of the Military Governor, U.S. Zone, which together covered the period from the beginning of the occupation to 30 April 1947, made any reference to quadripartite activities or agreements.

The third report, which extended one month beyond the suspension of quadripartite deliberations in March 1948, devoted over two pages to a review of quadripartite activity. The following agreements are listed, or discussed in some detail:

Control Council Directive No. 4: "Confiscation of Literature of a Nazi and Militarist Nature," 13 May 1946.

Control Council Directive No. 23: "Limitation and Demilitarization of Sport in Germany."

¹ *Education and Religion (Cumulative Review)*. Monthly report of the Military Governor, U.S. Zone, No. 10. Berlin: Office of Military Government for Germany, U.S. [OMGUS], 20 May 1946.

² *Education and Religion (Cumulative Review)*. Report of the Military Governor, U.S. Zone, No. 22. Berlin: OMGUS, April 1947.

Control Council Directive No. 32: "Disciplinary Measures against Managing and Administrative Staffs of Educational Institutions, Teaching Staffs, and Students Guilty of Militaristic, Nazi, or anti-Democratic Propaganda."

Control Council Directive No. 54: "Basic Principles for the Democratization of Education in Germany," June 25, 1947.

Control Council Directive No. 56: "Basic Principles for Adult Education in Germany," October 28, 1947.*

Directive Number 54 was considered to be of special significance in quadripartite relationships and seemed to be a long step forward toward the development of a comprehensive educational program for all of Germany. Agreement was reached on December 11, 1947, for the establishment of a working party to study the curriculum of the schools in all zones. On March 20, 1948, however, the Soviet member withdrew from the Allied Control Council. On November 30, 1948, the Kommandatura ceased to function and Berlin became a city divided. Between these two dates, on June 22, 1948, the Kommandatura approved the School Law of Greater Berlin, adopted by the Berlin City Council on November 13, 1947, and declared it effective as of June 1, 1948.

The School Law of Greater Berlin

The School Law of Greater Berlin reflected the influence of both the USSR and the Western Governments. It provided for a system of education, therefore, that was different from the educational systems of any of the four zones, but had many points in common with all of them.

The school system was to consist of a 12-year, modified single-track system. During the first 4 years instruction was to be built around community study (Heimatkunde) without a significant division into separate subjects. Beginning with the fifth grade, the division of instruction into separate subjects would begin. At this point, a modern foreign language would also be introduced as an elective. Beginning with seventh grade, instruction was to be divided into a compulsory core program and individual elective subjects. The latter would provide the opportunity for the study of a second foreign language, for example, Latin.

The upper four grades of the 12-year system, which comprised the secondary school, would be divided into two branches: the practical branch and the scientific branch. Both branches, how-

* *Education and Cultural Affairs (Cumulative Review)*. Report of the Military Governor, No. 34. Berlin: OMGUS, April 1948, P. 12-14.

ever, were to be taught in the same school building and, insofar as possible, were to receive common instruction in the subjects that lent themselves to this treatment. Special emphasis was to be placed on the development of a democratic viewpoint in the students.

In the ninth grade of the practical branch, general education was to be supplemented by an introduction to the trades. Grades 10 through 12 would consist of attendance at a vocational school for at least 12 hours per week, supplemented by an apprenticeship. Full-time vocational schooling could be substituted for the apprenticeship. Upon completion of the vocational school a student could enter a technical school, such as an engineering or commercial school, which would qualify him for university entrance.

The scientific branch of the secondary school would provide instruction in natural science, modern language, and the humanities. These correspond to the three traditional types of secondary schools in Germany. Completion of the scientific branch qualified the graduate for university entrance.

Special courses and evening schools were to be provided and other arrangements were to be made to provide additional opportunities for qualified adults to prepare themselves for university admission. Special schools for the handicapped and slow learners were also to be developed.

The entire school system was to be administered as a unit by the Magistracy of Greater Berlin. The schools were to be free and textbooks were to be furnished. Beginning with the ninth grade, a system of stipends for the needy was to be introduced.*

The Divided City

Before any real progress toward the implementation of The School Law could be made, the division of Berlin into East and West became complete. West Berlin, a member of the Federal Republic operated its school system in accordance with the above School Law until 1951, when some modifications were made. The 8-year common school was reduced to 6 years, corresponding thereby approximately to the school systems of Bremen and Hamburg. The 12-year system was extended to 13 to conform to the systems established in all states of the Federal Republic.

* *Das Schulgesetz fuer Gross-Berlin.* (The School Law of Greater Berlin.) Berlin: Magistrat fuer Gross-Berlin, 26 Juni 1948, P. 1-4.

The Soviet Sector of Berlin became one of the 15 administrative districts of the Soviet Zone. Differences between the school system of the Soviet Sector and of the Soviet Zone were rapidly eliminated, so that today the two are identical.

The major institution of higher education in Berlin prior to World War II was the Friedrich-Wilhelms University. Founded in 1807, it had grown rapidly in size and stature, achieving recognition as one of the leading universities of Germany. Located in the Soviet Sector, it was dominated completely by the Soviet authorities after the war. Communist pressure on faculty and students led anti-communist representatives to form a committee for planning a university in West Berlin. The culmination of the work of this committee was the founding of the Free University of Berlin in the American Sector, approved by United States authorities on August 30, 1948, chartered on November 4, and opened in a public ceremony on December 4, all these events taking place while the Berlin blockade and airlift were at their height. A considerable number of faculty and students of the University of Berlin immediately transferred from the Soviet sector to the new institution. Over 5,000 applications were submitted for the first semester.*

Today, the Free University of Berlin enrolls approximately 11,000 students, about 3,000 of whom are from the Soviet Sector of Berlin and the Soviet Zone.

* Kotowski, Georg. "Der Kampf um Berlins Universitaet." (The Struggle for Berlin's University.) *Veritas, Justitia, Libertas*. Berlin: Colloquium-Verlag. 1954, P. 29.

CHAPTER XI

In Brief Review

THE MAJOR SLOGANS applied to educational activity are "patriotic education" and "polytechnic education." The first is primarily concerned with the development of socialist ideology. The second is a basic concept of the relationship between education and life in modern technological society as expounded by Marx, Engels, and Lenin and by educational leaders in the Soviet Union. Since 1953, and especially since 1956, polytechnic education has been proclaimed in the Soviet Zone as the key to basic educational reform. It is finding expression in practice, among other ways, through the "day in industry," introduced in the schools on a zone-wide basis, September 1, 1958. The Ministry of Public Education estimated that 400,000 children aged 13-18 were participating in the program by January 1959.

To achieve its objectives, the Soviet Zone has developed a comprehensive school system from the kindergarten through higher education, supplemented by a broad program of adult education and a wide variety of out-of-school activities, including the youth organizations, clubs for children and young people, parents' councils, and the mass organizations. Through this system, the machinery exists for keeping the objectives of the administration before the eyes of the population of all ages at all times. It reaches into the home, into the place of employment, and into leisure-time and recreational activities.

The central feature in the organization of general education is the "single-track" system, consisting of an 8-year elementary school, followed by a 4-year secondary school. Within this system, a new 10-year school, existing at first only as a 2-year extension of the elementary school, has rapidly moved into the forefront of educational planning. By 1965, completion of the 10-year school is scheduled to be compulsory for all children. The most recent pronouncements of the Zone authorities refer to it as the 10-year secondary school. It appears, therefore, that the 10-year school, modeled on the 10-year school as developed in the Soviet

Union up to 1958-59, is expected to be the core of the general education system of the future.

Four roads to higher education exist:

1. Elementary education followed by vocational education, the latter leading to technical schools which qualify students for higher education in their particular field of study.
2. Evening secondary schools which make it possible for employed persons to obtain the certificate of maturity.
3. Workers'-and-peasants' faculties at the universities.
4. Regular secondary schools, leading to the certificate of maturity.

Higher education, represented by 46 institutions, is characterized by a high degree of specialization, indicated by the large number of institutions that work in a single field. Only six universities and the single Institute of Technology are comprehensive institutions.

The educational system in the Soviet Zone of Germany is highly centralized, administered primarily by the Ministry of Public Education; the State Secretariat for Technical and Higher Education, and their subordinate organizations.

Publications appearing in the Zone as well as pronouncements of leading officials contain a mixture of praise for the achievements that have been made and criticisms of shortcomings. Authorities state that they have broken the capitalistic-bourgeois monopoly on education and have established the democratic school that must become the school for all of Germany when reunion takes place. On the other hand, they state that many errors must be corrected. A major problem that is mentioned again and again is "revisionism," deviations from the standard viewpoint expounded by the authorities. Considerable critical comment on the experience of the day in industry appears in the press.

Extension of opportunities for advanced education to large numbers of young people who, in the past, followed the elementary-vocational school road to the practical trades, and the development of a comprehensive system of stipends appear to have considerable popular support. If the ideological requirements on which the use of these expanded facilities depends were not present, the broadening of opportunities for education and the measures for financial assistance might receive more general support.

The continuing flight from the Soviet Zone of Germany, of professors, teachers, and other educators, holds much evidence that great numbers of educators within the Zone do not accept the ideology of the Soviet leadership nor the measures for its enforcement within the Zone.

SELECTED BIBLIOGRAPHY

English

Allied Control Council. "Control Council Directive No. 54: Basic Principles for the Democratization of Education in Germany." *Education and Cultural Relations*. Report of the Military Governor for Germany (U.S.), Apr. 1958. P. 12-13.

Basic Law for the Federal Republic of Germany. Agreed Anglo-American Translation. Department of State Publication 3526; European and British Commonwealth Series 8. Washington: U.S. Government Printing Office, 1949. 52 p.

Federal Republic of Germany. Federal Ministry for All-German Affairs. *The Soviet Zone of Germany.. The Facts*. Bonn: Federal Ministry for All-German Affairs, 1957. 26 p.

——— Press and Information Office. *Germany in a Nutshell*. Bonn: Press and Information Office of the Federal German Government, 1958. 96 p.

Henderson, James L. "Education in Modern Germany: An Appraisal." *The Educational Forum*. 21:315-326.

International Student Conference. Research and Information Commission. "Higher Education in East Germany." *Reports on Higher Education in South Africa, Venezuela, Paraguay and East Germany*. Yearbook 1955-56. Leiden, Netherlands: The Commission, 1957. P. 72-104.

Lindgren, Alina M. *Education in Germany*. U.S. Office of Education Bulletin 1938, No. 15. Washington: U.S. Government Printing Office, 1939. 145 p.

——— *Germany Revisited. Education in the Federal Republic*. U.S. Office of Education Bulletin 1957, No. 12. Washington: Government Printing Office, 1957. 107 p.

Middelmann, Werner. *The Problem of Expellees and Refugees in the Federal Republic of Germany*. Bonn: [Federal Ministry for Expellees, Refugees, and War Victims] June 1, 1958. Mimeo. 11 p.

UNESCO. *World Survey of Education*. Vol II. Paris: Unesco, 1958. P. 472-478.

United States Department of State. *Confuse and Control. Soviet Techniques in Germany*. Department of State Publication 4107, European and British Commonwealth Series 17. Washington: Government Printing Office, 1951. 108 p.

——— *East Germany under Soviet Control*. Department of State Publication 4596, European and British Commonwealth Series 34. Washington: Government Printing Office, 1952. 95 p.

United States Office of Education. Division of International Education.

- Education in the U.S.S.R.* U.S. Office of Education Bulletin 1957, No. 14. Washington: U.S. Government Printing Office, 1957. 226 p.
- United States. Office of Military Government for Germany, U.S. *Education and Cultural Relations* (Cumulative Review). Report of the Military Governor, No. 34. Berlin: OMGUS, Apr. 1948. 95 p.
- *Education and Religion* (Cumulative Review). Monthly Report of the Military Governor, U.S. Zone, No. 10. Berlin: Office of Military Government for Germany, U.S. [OMGUS].
- *Education and Religion* (Cumulative Review). Report of the Military Governor, U.S. Zone, No. 22. Berlin: OMGUS, Apr. 1947. 50 p.
- Office of the U.S. High Commissioner for Germany. Education Branch, Education and Cultural Relations Division. *Postwar Changes in German Education*. [Bonn]: Office of the U.S. High Commissioner for Germany, 1951. 294 p.
- *Report on Germany, September 21, 1949–July 31, 1952*. [Bonn]: Office of the U.S. High Commissioner for Germany, 1952. 299 p.
- *Soviet Zone Constitution and Electoral Law*. English Translation. Washington: U.S. Government Printing Office, 1951. 107 p.

German

- Arendt, Hannah. *Elemente Totaler Herrschaft*. Frankfurt Am Main: Europäische Verlagsanstalt, 1958. 299 p.
- Aufgaben und Probleme der deutschen Paedagogik*. Aus den Verhandlungen des V. Paedagogischen Kongresses. (Tasks and Problems of German Pedagogy. From the Proceedings of the V. Pedagogical Conference.) Berlin: Volk und Wissen Verlag, 1956. 591 p.
- Baumgart, Fritz. *Das Hochschulsystem der Sowjetischen Besatzungszone*. (The University System of the Soviet Zone.) Bonn: Bundesministerium fuer gesamtdeutsche Fragen, 1955. 31 p.
- Berlin. Magistrat fuer Gross-Berlin. *Das Schulgesetz fuer Gross-Berlin*. (The School Law of Greater Berlin), 26 Juni 1948. 4 p.
- Berufsbildung*. (Vocational Education.) Official Monthly Magazine for vocational education, published by Volk und Wissen Verlag, Berlin.
- Boehmer, Karl Hermann (ed.) *Germany Behind the Iron Curtain. The Soviet Occupation Zone*. The Countries of the Earth, Special Issue. Essen: Tellus-Verlag, undated. 63 p.
- Buchwald, Gerd. *Intensivierung der Sozialistischen Erziehung*. (The Intensification of Socialistic Education.) Berlin-Schoeneberg: Hauptstelle fuer Erziehungs- und Schulwesen, 1958. Mimeo. 20 p.
- Bundesarbeitsgemeinschaft Jugendaufbauwerk. *Schueler, Abiturienten und Studienanfaenger aus Mitteldeutschland*. (Pupils, Secondary School Graduates, and Students from Middle Germany.) [Publisher not given.] July 1955. 48 p.
- Bundesrepublik Deutschland. Bundesministerium fuer gesamtdeutsche

- Fragen. *Das Berufsschulwesen in der Sowjetzone.* (The Vocational School System of the Soviet Zone.) Zweite, ueberarbeitete und erweiterte Auflage. Bonn: Bundesministerium fuer gesamtdeutsche Fragen, Maerz 1958. 22 p.
- *Das Erziehungswesen der Sowjetzone.* (The Educational System of the Soviet Zone.) Bonn: Bundesministerium fuer gesamtdeutsche Fragen, 1952. 311 p.
- *Das Fachschulwesen in der Sowjetzone.* (Technical Education in the Soviet Zone.) Bonn: Bundesministerium fuer gesamtdeutsche Fragen [1958]. 22 p.
- *Das Gebot der Menschlichkeit.* (The Demands of Humanity.) Bonn: Bundesministerium fuer gesamtdeutsche Fragen, 1958. 52 p.
- *Die Pionierorganization "Ernst Thaelman" in der Sowjetzone.* (The Pioneer Organization "Ernst Thaelmann" in the Soviet Zone.) Bonn: Bundesministerium fuer gesamtdeutsche Fragen. 14 p.
- *SBZ von A bis Z.* Ein Taschen- und Nachschlagebuch ueber die Sowjetische Besatzungszone Deutschlands. (The Soviet Zone from A to Z.) Dritte Auflage. Bonn: Deutscher Bundes-Verlag, 1956. 316 p.
- *Das Schulwesen in der Sowjetzone.* (The School System of the Soviet Zone.) Vierte Auflage. Bonn: Bundesministerium fuer gesamtdeutsche Fragen, Mai 1958. 27 p.
- *Die Sozialistische Taufe.* (Socialistic Baptism.) Bonn: Bundesministerium fuer gesamtdeutsche Fragen [1958]. Pamphlet, 8 unnumbered p.
- *Universitaeten und Hochschulen in der Sowjetzone.* (Universities and Institutions of University Rank in the Soviet Zone.) Nach dem Stand vom Juli 1957. Bonn: Bundesministerium fuer gesamtdeutsche Fragen, 1957. 30 p.
- *Universitaeten und Hochschulen in der Sowjetzone.* (Universities and Other Institutions of University Rank in the Soviet Zone.) Zweite, ueberarbeitete und erweiterte Auflage. Bonn: Bundesministerium fuer gesamtdeutsche Fragen, Dezember 1958. 30 p.
- *Zur Situation der Studenten in der Sowjetzone.* (On the Situation of Students in the Soviet Zone.) Bonn: Bundesministerium fuer gesamtdeutsche Fragen, 1957. 55 p.
- Bundesministerium fuer Vertriebene, Fluechtlinge, und KriegsbeschaeDIGte. *Notaufnahme von Zuwanderer der SBZ.* (Emergency Reception of Incoming Persons from the Soviet Zone.) Berlin: Bundesminister fuer Vertriebene, Fluechtlinge und KriegsbeschaeDIGte, 3. Juli 1958. Mimeo. 2 p.
- Deutsche Demokratische Republik. "Gesetz ueber den Fuenfjahresplan der Deutschen Demokratischen Republik 1951/55, vom 1. November 1951." (Law Concerning the 5-year Plan for the Development of the Economy of the German Democratic Republic 1951-55.) *Gesetzblatt*, 1951, p. 973-991.
- "Gesetz ueber den zweiten Fuenfjahresplan zur Entwicklung der Volkswirtschaft in der Deutschen Demokratischen Republik fuer die Jahre 1956-1960, vom 9. Januar 1958." (Law Concerning the Second 5-Year Plan for the Development of the Economy of the German Democratic Republic for the Years 1956-1960.) *Gesetzblatt I*, 1958, p. 41-68.
- "Gesetz ueber die Teilnahme der Jugend am Aufbau der Deutschen

Demokratischen Republik und die Foerderung der Jugend in Schule und Beruf, bei Sport und Erholung, vom 8. Februar, 1950." (Law Concerning the Participation of Youth in the Development of the German Federal Republic and the Advancement of Youth in School and Vocation, in Sport and Recreation.) *Gesetzblatt*, 1950, p. 95-99.

— "Gesetz ueber die Vervollkommung und Vereinfachung der Arbeit des Staatsapparates in der DDR vom 11. Februar 1958." (Law for the Perfection and Simplification of the Work of Government Administration in the German Democratic Republic.) *Gesetzblatt I*, 1958, p. 117-120.

— "Ordnung zur Ablegung der 1. Lehrerpruefung fuer Lehrkraefte an Berufsschulen (Pruefungsordnung)" vom 12. Februar 1955. (Examination for Teachers of the Vocational Schools.) As quoted in Engelbert, M., *Entwicklung und Stand der Lehrerbildung in Mitteldeutschland*. P. 114-115.

— "Ordnung zur Ablegung der 2. Lehrerpruefung fuer Lehrkraefte an Berufsschulen (Pruefungsordnung) vom 12. Februar 1955." (Regulations for the Second Teachers Examination for Teachers of the Vocational Schools.) As quoted in Engelbert, M., *Entwicklung und Stand der Lehrerbildung in Mitteldeutschland*. P. 116-117.

— "Richtlinie zur Vereinigung der Ausbildungsstaetten fuer die Berufsausbildung in der sozialistischen Wirtschaft vom 22. September 1956." (Guideline for the Unification of Training Centers for Vocational Education in the Socialistic Economy.) As quoted in *Das Berufsschulwesen in der Sowjetzone*, zweite Auflage. P. 4.

— "Statut des Deutschen Paedagogischen Zentralinstituts." (Statute of the German Pedagogical Central Institute.) As quoted by Engelbert, M., *Bericht ueber Entwicklung und Stand des Schulwesens in Mitteldeutschland*. . . , Anlage 14. 5 p.

— *Die Verfassung der Deutschen Demokratischen Republik*. (The Constitution of the German Democratic Republic.) Berlin: VEB Deutscher Zentralverlag. 46 p.

— "Verordnung ueber die Beschaeftigungsverhaeltnisse der wissenschaftlichen Assistenten und Wissenschaftlichen Hilfsassistenten an den Universitaeten und Hochschulen vom 22. Maerz 1950." (Order for the Employment of Scientific Assistants and Scientific Junior Assistants at the Universities and Other Institutions of University Rank.) As quoted in *Universitaeten und Hochschulen in der Sowjetzone*. P. 24.

— "Verordnung ueber die Bildung eines Ministeriums fuer Kultur der Deutschen Demokratischen Republik vom 7. Januar 1954." (Order for the Establishment of a Ministry of Culture of the German Democratic Republic.) *Gesetzblatt*, 1954, p. 25-27.

— Deutsches Paedagogisches Zentralinstitut. "Das Betriebspraktikum der Schueler allgemeinbildenden Schulen. Eine Anleitung, ausgearbeitet vom Deutschen Paedagogischen Zentralinstitut, Abteilung Polytechnische Bildung." (The Industrial Practicum for the Schools of General Education. A Guide, Prepared by the German Pedagogical Central Institute, Department of Polytechnic Education.) *Informationsdienst fuer freiheitliche Erzieher*, 6 (April-Mai 1958), 10-18.

— — *Die polytechnische Bildung in der Deutschen Demokratischen Republik und die Wege zu ihrer Verwirklichung*. Protokoll der theoretisch-

praktischen Konferenz des Deutschen Paedagogischen Zentralinstituts ueber Fragen der polytechnischen Bildung vom 21-23. Mai, 1953. (Polytechnic Education in the German Democratic Republic and the Ways to Accomplish It.) Berlin: Volk und Wissen Verlag, 1953.

— Freier Deutscher Gewerkschaftsbund. "Richtlinie zum Abschluss der Patentschaftvertraege der Volkseigener Betriebe und allgemeinbildenden Schulen." Beschluss des Sekretariats des Bundesvorstandes des FDGB vom 21. September 1955. (Guidelines for the Execution of Contracts between People's Industries and the General Schools.) As quoted in Engelbert, M. *Bericht ueber Entwicklung und Stand des Schulwesens in Mitteldeutschland*. . . , Anlage 31. 2 p.

— Ministerium fuer Arbeit und Berufsausbildung. "Systematik der Ausbildungsberufe." (The Systematization of Apprenticeship Trades.) As quoted in *Das Berufsschulwesen in der Sowjetzone*, zweite Auflage. Bonn: Bundesministerium fuer gesamtdeutsche Fragen, 1958. P. 2-3.

— Ministerium fuer Justiz. "Gesetz zur Aenderung des Passgesetzes der Deutschen Demokratischen Republik vom 11. Dezember 1957." "Law for the Revision of the Pass Law for the German Democratic Republic.) In *Das Strafrecht der Sozialistischen Demokratie*. Berlin: VEB Deutscher Zentralverlag, 1958. P. 53.

— Ministerium fuer Volksbildung. "Anordnung ueber die Durchfuehrung von Pruefungen in den allgemeinbildenden Schulen der Deutschen Demokratischen Republik vom 16. April 1955." (Regulations for the Conduct of Examinations in the General Schools.) *Verfuegungen und Mitteilungen*, Nr. 13/1955. P. 131.

— — "Anordnung ueber die Umwandlung von Oberschulen in Zehnklassenschulen, vom 11. Mai 1955." (Regulations for the Transformation of Secondary Schools into 10-year Schools.) *Gesetzblatt I*, 1955, p. 419.

— — "Anordnung ueber die Versetzung an allgemeinbildenden Schulen vom 17. Mai, 1955." (Regulations for Promotion in the General Schools.) *Verfuegungen und Mitteilungen*, Nr. 13/1955, p. 131.

— — "Anweisung ueber die Stundentafeln der allgemeinbildenden Schulen fuer das Schuljahr 1958/59, vom 7. Mai 1958." (Instructions Concerning the Program of Studies for the Schools of General Education for 1958-59.) As quoted in *Informationsdienst fuer freiheitliche Erzieher*, VII (Januar 1959), p. 16-20.

— — "Anweisungen zur Durchfuehrung des Schuljahres 1957/58 vom 18. Juni 1957." (Instructions for Carrying Out the School Year 1957-58.) As quoted in *Das Schulwesen in der Sowjetzone*, vierte Auflage. P. 2.

— — "Anweisung zur Durchfuehrung der Weiterbildung der Lehrer und Erzieher ab Schuljahr 1956/57." (Instructions for Conducting Inservice Training for Teachers and Educators beginning with the School Year 1956-57.) As quoted in Engelbert, M., *Entwicklung und Stand der Lehrerbildung in Mitteldeutschland*. P. 167-171.

— — "Lehrprogramme an Volkshochschulen, vom 1. Juli 1957." (Courses of Study for Adult Schools, as of July 1, 1957.) As quoted in Gutache, Heinz, *Die Erwachsenenbildung in der Sowjetischen Besatzungszone*, II. P. 98.

——— "Neuregelung des Aufnahmeverfahrens fuer Mittel -und Oberschueler." (New Regulations for the Admission Procedure for Middle and Secondary School Students.) As quoted in *Informationsdienst fuer freiheitliche Erzieher*, 5 (Maerz 1957), p. 9-12.

——— *Oberschule. Direktive fuer den Geschichtsunterricht.* (Secondary School. Directives for Instructions in History.) Berlin: Volk und Wissen Volkseigener Verlag, 1956. 77 p.

——— "Richtlinie fuer die Aufnahme der Schueler in die Mittel -und Oberschulen vom 12. Dezember 1955. (Admission of Students to the Middle and Secondary Schools.) As quoted in Engelbert, M., *Bericht ueber Entwicklung und Stand des Schulwesens in Mittelddeutschland*. . . , Anlage 23. 3 p.

——— "Statut fuer die Paedagogischen Beratungen an den allgemeinbildenden Schulen der Deutschen Demokratischen Republik vom 6. Oktober 1954." (Statute for the Pedagogical Councils and the Pedagogical Conferences in the General Schools of the German Democratic Republic.) As quoted in Engelbert, M., *Bericht ueber Entwicklung und Stand des Schulwesens in Mittelddeutschland*. . . , Anlage 11. 5 p.

——— "Verordnung ueber die Aufgaben und die Arbeit der Elternbeiraete an allgemeinbildenden Schulen vom 14. Oktober 1955." (Order Concerning the Objectives and the Work of the Parents' Councils in the Schools for General Education.) *Gesetzblatt I*, 1955, p. 689-691.

——— "Verordnung ueber die Einrichtung des Fernstudiums fuer Werktaetige vom 15. Juni 1950." (Order for the Establishment of Correspondence Studies for Employed Persons.) *Gesetzblatt*, 1950, p. 495-496.

——— "Verordnung ueber die Einrichtungen der vorschulischen Erziehung und der Horte vom 18. September, 1952." (Decree for the establishment of Pre-school Training and of Homes.) *Gesetzblatt*, 1952, p. 888-889.

——— "Verordnung ueber die Neuorganization des Hochschulwesens vom 22. Februar 1951." (Order for the Reorganization of Higher Education.) *Gesetzblatt*, 1951, p. 123-125.

——— "Verordnung ueber die Neuregelung der Ausbildung der Lehrer an den allgemeinbildenden Schulen, der Pionierleiter, der Kindergaertnerinnen und der Erzieher in Heimen und Horten vom 15. Mai 1953." (Order for the Reorganization of the Training of Teachers for the General Schools, Pioneer Leaders, Kindergarten Teachers, and Teachers in School Homes.) *Gesetzblatt*, 1953, p. 728-730.

——— "Verordnung zur Verbesserung der Arbeit der allgemeinbildenden Schulen vom 4. Maerz 1954." (Decree for the Improvement of the Work of the General School.) *Gesetzblatt*, 1954, p. 269-280.

——— Ministerrat. "Beschluss ueber die Berufsausbildung der Lehrlinge in der sozialistischen Wirtschaft vom 28. Juni 1956." (Resolution on the Vocational Training of Apprentices in the Socialistic Economy.) *Gesetzblatt I*, 1956, p. 568-70.

——— "Plan des Ministerrates der Deutschen Demokratischen Republik zur Foerderung der Jugend im Jahre 1955, vom 3. Februar 1955." (Plan of the Council of Ministers of the German Democratic Republic for the Promotion of Youth in 1955.) *Gesetzblatt I*, 1955, p. 117-121.

- "Richtlinien fuer die Bildung wissenschaftlicher Beiräte beim Staatssekretariat fuer Hochschulwesen." (Guidelines for the Formation of Scientific Advisory Councils for the State Secretariat of Higher Education.) As quoted in *Universitaeten und Hochschulen in der Sowjetzone*. P. 3.
- "Verordnung ueber die Gewaehrung von Stipendien an Studierende der Fachschulen der DDR vom 1. Juni 1956." (Regulations for the Granting of Stipends to Students in the Technical Schools of the DDR.) *Gesetzblatt I*, 1956, p. 487-490.
- "Verordnung ueber die Gewaehrung von Stipendien an Studierende der Universitaeten und Hochschulen vom 8. Februar 1955." (Order for the Granting of Stipends to Students of Universities and Other Institutions of University Rank.) *Gesetzblatt I*, 1955, p. 101-104.
- "Verordnung ueber die weitere sozialistische Umgestaltung des Hoch- und Fachschulwesens in der DDR vom 13. Februar 1958." (Decree concerning the further socialist transformation of Higher and Technical Education in the DDR.) *Gesetzblatt I*, 1958, p. 175-182.
- Politbuero des ZK der SED. "Beschluss des Politbueros des ZK der SED zur Erhoehung des wissenschaftlichen Niveaus des Unterrichts an den allgemeinbildenden Schulen, vom 29. Juli 1952." (Resolutions of the Politburo of the Central Committee of the SED for the Improvement in the Scientific Level of Instruction in the Schools for General Education.) As quoted in Engelbert, M. *Bericht ueber Entwicklung und Stand des Schulwesens in Mittelddeutschland-Stand 1. April 1957*. Anlage 3. Berlin-Schoeneberg: Hauptstelle fuer Erziehungs- und Schulwesen, 1957. Typewritten. 7 p.
- Staatliche Zentralverwaltung fuer Statistik. *Statistisches Jahrbuch der DDR, 1956*. (Statistical Yearbook of the German Democratic Republic, 1956. Berlin. VEB Deutscher Zentralverlag, 1957. 683 p.
- *Statistisches Jahrbuch der Deutschen Demokratischen Republik, 1957*. (Statistical Yearbook of the German Democratic Republic, 1957.) 3. Jahrgang. Berlin: VEB Deutscher Zentralverlag, 1958. 603 p.
- Staatssekretariat fuer Hochschulwesen "Anordnung ueber die Ausbildung von Dozenten fuer Fachschulen vom. 6. Dezember 1955." (Regulations for the Training of Teachers for the Technical Schools.) *Gesetzblatt I*, 1955, p. 989.
- "Anordnung ueber die disziplinarische Verantwortlichkeit der Hochschullehrer vom 8. Februar 1957." (Regulations Regarding the Disciplinary Responsibility of University Faculty Members.) *Gesetzblatt I*, 1957, p. 177-180.
- "Anordnung ueber die Einrichtung, Organization und Durchfuehrung des Fachschulabendstudiums fuer Werktaetige vom 10. Mai 1957." (Regulations for the Establishment, Organization and Operation of Evening Study for Workers.) *Gesetzblatt I*, 1957, p. 322-324.
- "Anordnung ueber die Einrichtung, Organization und Durchfuehrung des Fernschulstudiums fuer Werktaetige vom 21. Juli 1956." (Regulations for the Establishment, Organization and Operation of Correspondence Study for Workers.) *Gesetzblatt I*, 1956, p. 609.
- "Anweisung des Staatssekretariats fuer Hochschulwesen ueber die Befuerwortung von Reisen der Studierenden der Universitaeten,

Hoch- und Fachschulen in Mitgliedsstaaten der NATO vom 24. Mai 1957." (Instructions of the State Secretariat for Higher Education Concerning the Approval of Travel by Students of the Universities and Technical Schools in Member States of NATO.) As quoted in *Zur Situation der Studenten in der Sowjetzone*. P. 45.

— "Anweisung Nr. 26 des Staatssekretariats fuer Hochschulwesen der Deutschen Demokratischen Republik vom 6. September 1952: Bildung und Aufgaben der Seminargruppen." (Instructions No. 26 of the State Secretariat for Higher Education of the German Democratic Republic of September 6, 1952: Formation and Tasks of Seminar Groups.) As quoted by Baumgart, Fritz, *Das Hochschulwesen der Sowjetischen Besatzungszone*. P. 28-30.

— "Anweisung Nr. 50 des Staatssekretariats fuer Hochschulwesen ueber die Ablegung der Sonderreifepruefung vom 22. Juni 1954." (Regulations for Taking the Special Maturity Examinations.) As quoted in Engelbert, M. *Bericht ueber Entwicklung und Stand des Schulwesens in Mitteldeutschland*. . . , Anlage 25. 3 p.

— "Anweisung Nr. 59: Ausbildung von Assistenten zu Lehrern an der Fachschulen der Deutschen Demokratischen Republik vom Oktober 1954." (Regulations No. 59: The Training of Assistants to Teachers in the Technical Schools of the German Democratic Republic.) As quoted in Engelbert, M., *Entwicklung und Stand der Lehrerbildung in Mitteldeutschland*. P. 155-156.

— "Anweisung Nr. 87 ueber die Verleihung eines Grades an die Absolventen der Industrie-Institute vom 29. Juni 1956." (Instructions for the Granting of a Degree to Graduates of the Industry Institutes.) As quoted in *Universitaeten und Hochschulen in der Sowjetzone*. P. 13.

— "Anweisung Nr. 94 des Staatssekretars fuer Hochschulwesen ueber die Auswahl und die Zulassung der Studienbewerber zum Direktstudium an den Universitaeten und Hochschulen fuer das Studienjahr 1957/58 vom 12. Maerz 1957." (Regulation No. 94 of the State Secretary for Higher Education Concerning the Selection and Admission of Student Applicants for Direct Study at the Universities and Other Institutions of University Rank.) As quoted in *Zur Situation des Studenten in der Sowjetzone*. P. 17-22.

— "Anweisung Nr. 100 des Staatssekretariats fuer Hochschulwesen ueber die Auswahl, Delegation und Zulassung zum Studium an den Arbeiter- und Bauern fakultaeten vom 29. Mai 1957." (Instructions No. 100 of the State Secretariat for Higher Education concerning the Selection, Delegation, and Admission to study at Workers-and-Peasants' Faculties.) As quoted in *Zur Situation der Studenten in der Sowjetzone*. P. 23-26.

— "Dritte Durchfuhrungsbestimmung zur Verordnung ueber die Neuorganisation des Hochschulwesens. Einsetzung von Prorektoren fuer besondere Aufgabengebiete, vom 21. Mai 1951." (The Third implementation Regulation for the Reorganization of Higher Education, concerning the Appointment of Prorectors for Special Tasks.) *Gesetzblatt*, 1951, p. 491.

— "Empfehlung ueber die Vermittlung von Grundkenntnissen auf dem Gebiete der Atom physik im Unterricht an den Fachschulen." (Recommendation for the Presentation of Basic Knowledge on the Subject

of Atomic Physics in the Instruction at Technical Schools.) As quoted in *Das Fachschulwesen in der Sowjetzone*. P. 18.

————— "Erste Durchfuhrungsbestimmung zur Verordnung ueber die Neuregelung der Arbeitszeitbeguenstigung fuer Teilnehmer am Hochschulfernstudium . . . vom 12. September 1955." (First Implementing Regulations to the Order for the Revision of Released Time Provisions for Participants in University Correspondence Study.) *Gesetzblatt I*, 1955, p. 634.

————— "Neuaufnahmen zum Fachstudium fuer Absolventen der Mittel -und Oberschulen zu Beginn des Studienjahres 1956/57, vom Maerz 1956." (New Admissions to Technical Schools for Graduates of the Middle and Secondary Schools, beginning with the Academic Year 1956/57.) As quoted in *Das Fachschulwesen in der Sowjetzone*. P. 12.

————— "Neunte Durchfuhrungsbestimmung zur Verordnung ueber die Neuorganisation des Hochschulwesens vom 7. September 1951." (Ninth Implementing Regulation to the Order for the Reorganization of Higher Education.) *Gesetzblatt*, 1951, p. 838.

————— "Pruefungsordnung fuer Zwischen -und Abschlusspruefungen vom 26. Januar 1956." (Examination Regulations for Interim and Final Examinations.) As quoted in *Das Fachschulwesen in der Sowjetzone*. P. 18.

————— "Richtlinie des Staatssekretariats fuer Hochschulwesen fuer den Abschluss von Einzelvertraegen mit den Angehoerigen der wissenschaftlichen und technischen Intelligenz im Hoch -und Fachschulwesen vom 11. August." (Guideline of the State Sekretariat for Higher Education for the Signing of Contracts with the Members of the Scientific and Technical Intellectual Leadership of Higher and Technical Education.) As quoted in *Universitaeten und Hochschulen in der Sowjetzone*. P. 19.

————— "Sechzehnte Durchfuhrungsbestimmung zur Verordnung ueber die Neuorganisation des der Universitaeten und Hochschulen—vom 10. November 1953." (Sixteenth Implementation Regulation for the Reorganization of Higher Education—Action on Cadre Matters of the Universities and other Institutions of University Rank.) *Gesetzblatt*, 1953, p. 1171-1172.

————— "Siebzehnte Durchfuhrungsbestimmung zur Verordnung ueber die Neuorganisation des Hochschulwesens vom 5. April 1954." (Seventeenth Implementing Regulation to the Order for the Reorganization of Higher Education.) *Gesetzblatt*, 1954, p. 418-419.

————— "Das Studium an den Fachschulen der Deutschen Demokratischen Republik." (Study in the Technical Schools of the German Federal Republic.) As quoted in *Das Fachschulwesen in der Sowjetzone*. P. 12.

————— "Verordnung ueber die Berufsberatung und die Berufslenkung der Absolventen der Universitaeten, Hoch -und Fachschulen vom 3. Februar 1955." (Order for the Vocational Guidance and Vocational Direction of Graduates of Universities, Other Institutions of Higher Education, and Technical Schools.) *Gesetzblatt I*, 1955, p. 113-114.

————— Zentraler Ausschuss fuer Jugendweihen in der Deutschen Demokratischen Republik. "Programm der Jugenstunden." (Program for the Youth Hours.) *Deutsche Lehrerzeitung*, 5 (29. August 1958), p. 5-6.

- Zentralkomitee der SED. "Ueber die sozialistische Entwicklung des Schulwesens in der Deutschen Demokratischen Republik. Thesen des Zentralkomitees der Sozialistischen Einheitspartei Deutschlands. (Concerning the Socialistic Development of the School System in the German Democratic Republic. Principles of the Central Committee of the SED.) *Deutsche Lehrerzeitung*. Beilage zu Nr. 5/1959. (30. Januar 1959). 16 p.
- Deutsche Lehrerzeitung* (German Teachers' Newspaper.) Organ Der Deutschen Demokratischen Schule. Berlin: Volk und Wissen Volkseigener Verlag. [Published weekly, first volume—1954; Successor to Die Neue Schule.]
- Deutsche Zentralverwaltung fuer Volksbildung. "Richtlinien zur Durchfuehrung der Schulreform auf dem Lande." (Guidelines for Carrying Out School Reform in Rural Areas.) In Schneller, Wilhelm, *Die deutsche demokratische Schule*. Berlin: Volk und Wissen Verlag, 1955. P. 39.
- Didaktik*. Unter besonderen Beruecksichtigung des Unterrichts in den Klassen 1 bis 4 der deutschen demokratischen Schule. (Educational Method, with Special Reference to Instruction in Grades 1 to 4 of the German Democratic School.) Berlin: Volk und Wissen Verlag, 1958. 511 p.
- Dietrich, Martin and Friedrich Blage. *Das Schulbuch in der Sowjetzone*. (The Schoolbook in the Soviet Zone.) Bonn: Bundesministerium fuer gesamtdeutsche Fragen, 1955. 87 p.
- Dorst, Werner. *Erziehung, Bildung und Unterricht in der deutschen demokratischen Schule*. (Training, Education, and Instruction in the German Democratic School.) Berlin: Volk und Wissen Verlag, 1954. 273 p.
- Duebel, Siegfried. *Die Situation der Jugend im Kommunistischen Herrschaftssystem der Sowjetischen Besatzungszone Deutschlands*. (The Situation of Youth in the Communistic Power System of the Soviet Occupation Zone of Germany.) Bonn: Bundesministerium fuer gesamtdeutsche Fragen, 1957. 110 p.
- Engelbert, M. *Bericht ueber Entwicklung und Stand des Schulwesens in Mitteldeutschland, Stand 1. April 1957*. (Report on the Development and Status of the Educational System in Middle Germany, Status of April 1, 1957.) Berlin-Schoeneberg: Hauptstelle fuer Erziehungs- und Schulwesen, 1957. Typewritten. 115 p. plus 50 annexes.
- *Entwicklung und Stand der Lehrerbildung in Mitteldeutschland-Stand 1. Oktober 1956*. (The Development and Status of Teacher Education in Middle Germany.) Berlin-Schoeneberg: Hauptstelle fuer Erziehungs- und Schulwesen (1957). Mimeo. 171 p.
- *Polytechnische Erziehung und Bildung in Mitteldeutschland-Stand 1. September 1957*. (Polytechnic Education in Middle Germany.) Berlin-Schoeneberg: Hauptstelle fuer Erziehungs- und Schulwesen, 1957. Mimeo. Text, 62 p. Annexes, 83 p.
- Die Fachschule*. (The Technical School.) Official monthly magazine for technical education, published by the State Secretariat for Higher Education.
- Forum*. [Monthly; 1947–1949: Magazine for intellectual life at the universities; 1950–1952: journal of the "democratic" students of Germany; since September 1952: Organ of the Central Committee for student Affairs of the Free German Youth. Vol. 1—1947.]

- Friedrich, Gerd. *Die Freie Deutsche Jugend*. (Free German Youth.) Koeln: Rote Weissbuecher, 1953, 203 p.
- Gesetzblatt der Deutschen Demokratischen Republik*. (Legal Gazette of the German Democratic Republic.) Herausgegeben von der Regierungskanzlei der Deutschen Demokratischen Republik, Jahrgang 1949/50/51/52/54. Berlin: Deutscher Zentralverlag GmbH.
- Gesetzblatt der Deutschen Demokratischen Republik, Teil I*. (Legal Gazette of the German Democratic Republic, Part I.) Herausgegeben vom Buero des Praesidiums des Ministerrates der Deutschen Demokratischen Republik, Jahrgang 1955/56/57 . . . Berlin: VEB Deutscher Zentralverlag.
- Geschichte der Erziehung*. (History of Education.) Berlin: Volk und Wissen Volkseigener Verlag, 1958. 495 p.
- "Gesetz zur demokratisierung der deutschen Schule." (Law for the Democratization of German Schools.) As quoted in Engelbert, M., *Entwicklung und Stand der Lehrerbildung in Mitteldeutschland-Stand 1. Oktober 1956*. P. 35-36.
- Girnus, W. "Die Verantwortlichkeit Sozialistischer Studenten." (The Responsibilities of Socialistic Students.) As quoted in *Hochschulinformationen*, 1. und 2. Oktober-Heft, 1958. P. 5.
- "Grundsaeetze fuer die Ausbildung von Oberschuelern zu Facharbeitern." (Principles for the Training of Secondary School Students as Skilled Workers.) *Deutsche Lehrerzeitung*, 5 (25. September 1958), 6.
- Gutjahr, Hans-Joachim und Gerd Stoehr. "Das Lehrplanwerk der zehnklassigen allgemeinbildenden polytechnischen Oberschule." (Course of Study for the 10-year General Polytechnic Secondary School.) *Paedagogik*, 14 (Aug. 1959), 634-646.
- Gutsche, Heinz. *Die Erwachsenenbildung in der Sowjetischen Besatzungszone*. I. Textteil; II, Anlageteil. (Adult Education in the Soviet Occupation Zone. I. Text; II. Annexes). Bonn: Bundesministerium fuer Gesamtdeutsche Fragen, 1958. I, 147 p; II, 109 p.
- Hager, Kurt. "Gespraech ueber Hochschulpolitik." (Discussion of University Policy.) As quoted in *Hochschulinformationen*, 1. und 2. Oktober-Heft, 1958. P. 3.
- "Die weitere Entwicklung der polytechnischen sozialistischen Schule in der DDR." (The Further Development of the Polytechnic, Socialistic School in the German Democratic Republic.) *Deutsche Lehrerzeitung*, 6 (30. Januar 1959), 1-8.
- Hauser, Oskar. "Intelligenz und Arbeiter-bewegung." (The Intellectual Class and the Workers' Movement.) *Einheit*, Maerz 1948, p. 251.
- Hermann, E. M. *Erziehung und Propaganda in der Sowjetischen Besatzungszone*. Bonn: Bundesministerium fuer gesamtdeutsche Fragen, [1956]. 29 p.
- Herz, Hanns-Peter. *Freie Deutsche Jugend*. (Free German Youth.) Sonderausgabe fuer das Bundesministerium fuer gesamtdeutsche Fragen. Muenchen: Juventa-Verlag, 1957. 128 p.
- Hilker, F. *Die Schulen in Deutschland*. (The Schools of Germany.) Bad Nauheim: Im Christian-Verlag, 1957. 100 p.
- Hinter Dem Eisernen Vorhang*. (Behind the Iron Curtain.) [Weekly review

of magazines and newspapers of the Soviet Zone, published by the Ministry of All-German Affairs, Bonn.]

Hochschul-Informationen. Verband Deutscher Studentenschaften. Gesamt-deutsches Referat. (University Information. Periodical on Higher Education in the Soviet Zone.) Bonn: Verband Deutscher Studentenschaften.

Das Hochschulwesen. (Higher Education.) Official monthly magazine of the State Secretariat for Higher Education.

Illing, Heinz. "Ueber den Aufbau und die Arbeit unserer Abteilung Fernstudium." *Die Fachschule.* 1/1957. P. 25-26.

Informationsdienst fuer Freiheitliche Erzieher. (Information Service for Freedom-loving Educators.) Herausgegeben durch die Vereinigung der aus der Sowjetzone Verdraengten Lehrer und Beamten e.v. Duesseldorf, Neusser Strasse 75. [Monthly magazine, Vol. I No. 1, June 1958.]

Jeremias, U. *Die Jugendweihe in der Sowjetzone.* (The Youth Consecration Festival in the Soviet Zone.) 2. Auflage. Bonn: Bundesministerium fuer gesamtdeutsche Fragen, 1958. 120 p.

Jessipow, B. P. und N. K. Gontscharow. *Paedagogik.* Lehrbuch fuer Paedagogische Lehranstalten, uebersetzt nach der fueften verbesserten und ergaenzten Ausgabe. (Pedagogy. Textbook for Teacher Training Institutions.) Berlin: Volk und Wissen Volkseigener Verlag, 1954. 439 p.

"Kaempfer fuer den Sozialismus." *Deutsche Lehrerzeitung*, 2 Maerz 1957.

Koehler, Hans. "Wie lebt der Mensch drueben." (How do People Live Over There.) *Wegweiser*, Kulturheft Nr. 26. Sonderdruck fuer das Bundesministerium fuer gesamtdeutsche Fragen. Bonn: Bundesministerium fuer gesamtdeutsche Fragen. 16 p.

Koenen, Wilhelm. "Lehrende und Lernende." (Teachers and Learners.) *Einheit*, Februar 1948. P. 149.

Koenig, Helmut. *Rote Sterne Gluehen.* Lieder im Dienste der Sowjetisierung. 2. Auflage. (Red Stars are Glowing. Songs in the Service of Sovietization.) Bad Godesberg: Voggenreiter Verlag, 1956. 103 p.

Kotowski, Georg. "Der Kampf um Berlins Universitaet." (The Struggle for Berlin's University.) *Veritas, Justitia, Libertas.* Festschrift zur 200-Jahresfeier der Columbia University, New York. Berlin-Dahlem: Colloquium Verlag Otto H. Hess, 1954. P. 8-31.

Lange, Fritz. "Die Aufgaben und Probleme der deutschen Paedagogik." (The Tasks and Problems of German Pedagogy.) *Aufgaben und Probleme der deutschen Paedagogik.* Berlin: Volk und Wissen Verlag, 1956. P. 85-119.

— "Erzieht Aktive Erbauer des Sozialismus." (Train Active Builders of Socialism.) *Deutsche Lehrerzeitung.* Beilage zu Nr. 18/1958, 3. Mai 1958. 32 p.

Lange, M. G. *Totalitaere Erziehung.* (Totalitarian Education.) Frankfurt-am-Main: Verlag Frankfurter Hefte, 1954. 432 p.

Lemmer, Ernst. "Die Zone Blutet Aus . . ." (The Zone is Bleeding to Death.) Rundfunkansprache vom 30. Aug. 1958. *Hinter Dem Eisernen Vorhang.* Sept. 2, 1958. P. 2.

Leonhard, Wolfgang. *Die Revolution Entlaesst ihre Kinder.* (Children of the Revolution.) Koeln: Kiepenhouer and Witsch, 1955. 558 p.

- Moebus, Gerhard. *Erziehung zum Hass. (Education for Hate.)* Berlin: Morus-Verlag, 1956. 111 p.
- . *Klassenkampf im Kindergarten: (The Class Struggle in the Kindergarten.)* Berlin: Morus-Verlag, 1956. 112 p.
- . *Kommunistische Jugendarbeit. (Communist Youth Work.)* Sonderdruck fuer das Bundesministerium fuer gesamtdeutsche Fragen. Muenchen: Juventa-Verlag, 1957. 124 p.
- . *Das Menschenbild des Ostens und die Menschen im Westen (The Concept of Man in the East and the People in the West.)* Bonn: Bundesministerium fuer gesamtdeutsche Fragen, 1955. 90 p.
- Mueller, Marianne und Egon Erwin [Mueller]. " . . . Stuermt die Festung Wissenschaft!" (Storm the Fortress of Science.) Berlin-Dahlem: Colloquium-Verlag Otto H. Hess, 1953. 415 p.
- Neues Deutschland. (The New Germany.)* Official Organ of the Central Committee of the Socialist Unity Party (SED); Vol. 1-1946.]
- "Offiziersnachwuchs fuer die Nationale Volksarmee." (The Supply of Officers for the National Peoples' Army.) *Informationsdienst fuer freiheitliche Erzieher*, 6 (September-Oktober 1958), 23-27.
- Organisation des Sonderschulwesens in der DDR.* Berlin: Volk und Wissen Verlag, 1955.
- Paedagogik. (Pedagogy.)* Organ des Deutschen Paedagogischen Zentralinstituts. (Monthly magazine, organ of the German Pedagogical Central Institute, first issue, 1946.) Berlin: Volk und Wissen Volkseigener Verlag.
- Saeuberlich, Erwin. *Vom Humanismus zum Demokratischen Patriotismus. (From Humanism to Democratic Patriotism.)* Koeln: Verlag fuer Politik und Wirtschaft. 171 p.
- SBZ Archiv. Dokumente, Berichte, Kommentare. (Soviet Zone Archives. Documents, Reports, Commentaries.)* Koeln: Verlag fuer Politik und Wirtschaft GMBH. [Published twice a month.]
- Scharnhorst, Erna. "Wo stehen wir im polytechnischen Unterricht?" (Where Do We Stand in Polytechnic Instruction?) *Paedagogik*, 13 (Dezember 1958), 825.
- Scheidemann, K. Fr. *Foerderung von Studenten und Hochschulen. (The Support of Students and Universities.)* Bonn: Bundesministerium des Innern, 1958. 48 p.
- Schneller, Wilhelm. *Die deutsche Demokratische Schule. (The German Democratic School.)* Berlin: Volk und Wissen Verlag, 1955. 109 p.
- Schulrecht und Schulverwaltung in der Deutschen Demokratischen Republik. (School Law and School Administration in the German Democratic Republic.)* Herausgegeben im Auftrage des Ministeriums fuer Volksbildung. Berlin: Volk Und Wissen Verlag, 1956. 513 p.
- Siegler, Heinrich. *Wiedervereinigung und Sicherheit Deutschlands. Zweite Auflage. (Reunion and Security of Germany.)* Bonn: Verlag fuer Zeitarchive, 1957. 186 p.
- Sowjetische Militaeradministration in Deutschland. "Befehl des Oberkommandierenden der Sowjetischen Militaeradministration . . . Nr. 22 vom 23. Januar 1946: Ueber die Taetigkeit der Volkshochschulen und die Ordnung ihrer Eroeffnung in der Sowjetischen Besatzungszone Deutschlands." (Order of the Commander-in-Chief of the Soviet Military Administration . . .*

No. 22 of January 23, 1946: Concerning the Activity of Adult Schools and the Regulation of their Reopening in the Soviet Zone of Germany.) In Gutsche, Heinz, *Die Erwachsenenbildung in der Sowjetischen Besatzungszone, II.* P. 7-8.

— "Befehl des obersten Chefs der Sowjetischen Militerverwaltung in Deutschland vom 13. Januar 1948: Erweiterung des Netzes der Volkshochschulen in der Sowjetischen Besatzungszone Deutschlands." (Order of the Commander-in-Chief of the Soviet Military Administration in Germany of January 13, 1948: Expansion of the Network of Adult Schools in the Soviet Zone of Germany.) In Gutsche, Heinz, *Die Erwachsenenbildung in der Sowjetischen Besatzungszone, II.* P. 13-14.

— "Befehl Nr. 40. Betrifft: Die Vorbereitung der Schulen zum Schulbetrieb." (Order No. 40 concerning the Preparation of the Schools for Instruction.) In Schneller, Wilhelm, *Die deutsche demokratische Schule*, P. 16-18.

Sowjetische Militaeradministration in Deutschland. "Statut der Volkshochschulen in der Sowjetischen Besatzungszone" Deutschlands-Anlage zum Befehl Nr. 22 vom 23. Januar 1946." (Statute of the Adult Schools in the Soviet Occupation Zone of Germany-Annex to Order No. 22 of January 23, 1946.) In Gutsche, Heinz, *Die Erwachsenenbildung in der Sowjetischen Besatzungszone, II.* P. 8-9.

Stadmueller, Georg. *Die Umdeutung der deutschen Geschichte in der Sowjetzone.* (The Reinterpretation of German History in the Soviet Zone.) Bonn: Bundesministerium fuer gesamtdeutsche Fragen [1957]. 36 p.

"Statut der Freien Deutschen Jugend." (Constitution of the Free German Youth.) In Herz, Hans-Peter, *Freie Deutsche Jugend*. Muenchen: Juventa-Verlag, 1957. P. 86-104.

Stief, Heinz. "Produktive Arbeit in der Unterstufe." *Deutsche Lehrerzeitung*, 5 (3. Oktober 1958), 3.

Stolz, Otto. *Gift fuer Kinderseelen.* (Poison for Children's minds.) Bonn: Bundesministeriums fuer gesamtdeutsche Fragen, [1957]. 20 p.

Timm, Albrecht. *Das Fach Geschichte in Forschung und Lehre in der Sowjetischen Besatzungszone von 1945 bis 1955.* (The Field of History in Research and Teaching in the Soviet Occupation Zone from 1945 to 1955.) Bonn: Bundesministerium fuer gesamtdeutsche Fragen, 1957. 91 p.

Ulbricht, Walter. "Neue Aufgaben der allgemeinbildenden Schulen." (New Tasks for the Schools for General Education.) *Deutsche Lehrerzeitung*, 5 (18. Juli 1958), P. 1-2.

Van Broekhuizer, Jacques und Leo Osthof. *Jugend die Nein Sagt.* (Youth That Says No.) Hannover: Europaeische Bildungsgemeinschaft "Eisener Vorhang" (1957).

Verband Deutscher Studentenschaften. Gesamtdeutsches Referat. "Die Entwicklung des Hochschulwesens in Mitteldeutschland 1956 bis 1958." (The Development of Higher Education in Central Germany 1956 to 1958.) *Hochschulinformationen*, 1. und 2. Oktober-Heft, 1958. 12 p.

Veritas, Justitia, Libertas. (Truth, Justice, Liberty.) Festschrift zur 200-Jahrfeier der Columbia University, New York, ueberreicht von der Freien Universitaet Berlin, und der Deutschen Hochschule fuer Politik, Berlin. Berlin-Dahlem: Colloquium-Verlag Otto H. Hess, 1954. 347 p.

"Walter Ulbricht beraet mit Lehrern und Erziehern." (Walter Ulbricht Confers with Educators.) *Deutsche Lehrerzeitung*, 5 (24. Oktober 1958), P. 4.

Wendt, Emil. *Die Entwicklung der Lehrerbildung in der Sowjetischen Besatzungszone Seit 1945.* (The Development of Teacher Education in the Soviet Occupation Zone since 1945.) Bonn: Bundesministerium fuer gesamt-deutsche Fragen, 1957. 79 p.

Wollweber, Ernst. "Schutz der Arbeiter-und-Bauern-Macht, Sache aller Buerger der DDR." (Protection of the Workers-and-Peasants' Power, the Concern of All Citizens of the German Democratic Republic.) As quoted in *Hochschulinformationen*, 1. und 2. Oktober-Heft, 1958. P. 3.

"Zur Lage der Universitaeten in der Sowjetzone." (The Situation of the Universities in the Soviet Zone.) *Sonderdruck aus Deutsche Universitaetszeitung*, Nr. 3 und 4, 1958. [8 p.]

APPENDIX

Statistical Tables

Table I.—Preschool and out-of-school facilities ¹

Facility	Number of institutions		Number of participants		Number of leaders	
	1954	1957	1954	1957	1954	1957
Kindergartens and week-homes (Wochen-Heim).....	6,931	7,826	291,599	348,916	21,170	21,023
Harvest kindergartens.....	1,864	2,757	37,025	53,856	2,295	3,351
School homes (Horte).....	2,511	3,091	101,844	143,714	5,779	6,347
Institutions for children (Heimerziehung).....	776	717	39,208	34,188	5,428	4,930
Houses for Young Pioneers.....	89	92				
Houses for Young Scientists.....	21	30				
Houses for Young Technicians.....	207	98	137,367	52,847	1,183	1,217
Houses for Young Scientists and Technicians.....		101				
Houses for Young Tourists.....	37	39				
TOTALS.....	12,436	14,751	607,043	633,521	35,855	36,868

¹ Adapted from *Statistisches Jahrbuch der Deutschen Demokratischen Republik, 1957* P. 108-111.

Table II.—Schools for general education ¹

Schools	Number of schools		Number of classrooms		Number of pupils		Number of teachers	
	1951	1957	1951	1957	1955	1957	1952	1957
Elementary.....	9,636	8,332	55,392	37,249	1,702,500	1,075,279	67,977	46,092
One-room.....	(245)	(23)						
Central.....		(1,148)		(7,643)		(203,668)		(9,392)
Special.....	264	616	1,657	2,702	52,500	51,499	2,783	3,922
Middle.....	345	1,150	5,034	17,104	21,000	611,383	6,383	23,713
Secondary.....		373		3,673	107,400	91,311		5,807
TOTALS.....	10,245	10,471	62,083	60,728	1,883,400	1,829,470	77,143	79,534

¹ *Statistisches Jahrbuch der Deutschen Demokratischen Republik, 1957*. P. 112-114.

Table III.—Enrollments in adult education, 1956-57¹

Programs	Number of participants		Number of courses	
	1st Half	2d Half	1st Half	2d Half
<i>Complete course of study</i>				
Elementary school level.....	2,290	2,013	12,545	11,501
Middle school level.....	3,145	3,123	17,826	18,558
Secondary school level.....	2,880	2,998	24,550	24,907
Preparation for technical school	8,769	8,352	41,508	42,161
Preparation for special maturity examination.....	3,635	3,226	17,170	14,224
<i>Individual courses from the course of study</i>				
Elementary school level.....	7,168	11,031	11,088	17,955
Middle school level.....	5,763	8,537	10,195	14,388
Secondary school level.....	4,961	7,194	7,420	9,906
<i>Courses without examinations</i>				
General education, including foreign language.....	74,607	72,599	81,481	84,390
Typing and stenography.....	54,749	48,089	76,236	69,636
Others.....	28,964	19,303	31,440	21,217
<i>Courses outside the normal curriculum of the adult schools</i>				
Vocational training.....	24,936	19,343	40,683	30,359
Handicrafts, etc.....	7,314	3,640	9,086	4,528
TOTALS.....	229,181	209,448	381,228	363,733

¹ Statistisches Jahrbuch der Deutschen Demokratischen Republik, 1957. P. 117.Table IV.—Vocational and technical schools¹

Schools	Number of schools		Number of students		Number of teachers	
	1951	1957	1951	1957	1951	1957
Vocational schools.....	1,994	1,345	801,100	545,600	14,004	15,319
(General).....	(777)	(763)				
(Industry vocational schools).....	(1,219)	(582)				
Technical schools.....		307		115,753		16,004
(Day students).....				(65,789)		
(Correspondence students).....				(21,021)		
(Evening students).....				(28,943)		
(Students receiving stipends).....				(63,178)		

¹ Statistisches Jahrbuch der Deutschen Demokratischen Republik, 1957. P. 118-119.² Plus 364 assistants.

Table V.—Technical schools, teachers, and students, 1956–57.¹

Responsible ministry	Schools	Teachers	Students
Ministry of Coal and Energy ²	5	316	3,305
Ministry of Mining and Smelting ²	7	212	2,123
Ministry for the Chemical Industry ²	5	154	1,785
Ministry for Heavy Machinery Construction ²	14	569	5,892
Ministry for General Machinery Construction	7	260	2,720
Ministry for Light Industry ²	13	268	2,329
Ministry for the Food Industry ²	5	33	334
Ministry of Construction	12	343	3,569
Ministry of Agriculture and Forestry	75	895	7,948
Ministry of Transportation	4	163	1,364
Ministry for Mail and Communications	3	86	917
Ministry of Commerce and Supply	4	109	872
Ministry of Foreign and Inter-German Trade	1	13	178
Ministry of Labor and Vocational Education ²	6	174	1,056
Ministry of Health	50	501	9,650
Ministry of Culture	33	507	3,257
Ministry of Public Education	52	1,129	16,394
Ministry of Finance	3	178	1,115
Ministry of the Interior	2	36	312
Secretariat for Higher Education	3	20	250
State Secretariat for Procurement	1	6	62
Office of Water Management	1	24	301
State Central Administration for Statistics	1	8	56
TOTALS	307	6,004	67,789

¹ Statistisches Jahrbuch der Deutschen Demokratischen Republik, 1957. P. 118–119.² Abolished February 11, 1958.Table VI.—Workers-and-peasants' faculties¹

Item	1951	1957
Number of faculties	11	15
Full-time instructors	758	882
Students	9,475	7,259
(Workers'-and-Peasants' Children)	(7,580)	(6,062)
Students by Universities		
Humboldt University, Berlin	1,202	756
Karl-Marx University, Leipzig	1,418	823
Martin Luther University, Halle	1,738	1,342
Friedrich Schiller University, Jena	1,188	572
University of Rostock, Rostock	407	408
Ernst-Moritz-Arndt University, Greifswald	538	366
Institute of Technology, Dresden	1,574	830
School of Mines, Freiberg	370	535
School for Machine Construction, Chemnitz		354
School of Education, Potsdam	602	530
School of Plastic Arts, Dresden		77
German School of Music, Berlin		78
School of Architecture and Building, Weimar	197	338
German School of Physical Culture, Leipzig	241	210
	(7,580)	(7,259)

¹ Statistisches Jahrbuch der Deutschen Demokratischen Republik, 1957. P. 124.

Table VII.—Higher education—Institutions, faculty, and students¹

Item	1951	1957
Number of:		
Institutions.....	21	46
Faculty.....	1,395	2,764
Assistants.....	1,879	6,199
Students in full-time enrollment.....	27,822	66,618
(Workers and Peasants' children).....	(11,403)	(37,626)
(Recipients of stipends).....	(24,484)	(58,507)
Correspondence students.....	3,699	19,111
New full-time admissions.....	9,555	14,151
Full-time graduates.....	4,631	9,626
New correspondence admissions.....		4,181
Correspondence graduates.....		472
Social origins of students (percent):		
Workers.....		51.4
Working farmers.....		5.7
White-collar.....		19.9
Intellectual professions.....		13.8
Others.....		9.2

¹ Statistisches Jahrbuch der Deutschen Demokratischen Republik, 1957. P. 125.

Table VIII.—Full-time enrollments in higher education by institution¹

Institution	1951	1957
1. Humboldt University, Berlin.....	5,723	9,123
2. Karl-Marx University, Leipzig.....	5,154	9,597
3. Martin Luther University, Halle.....	3,519	4,827
4. Friedrich Schiller University, Jena.....	2,990	4,215
5. University of Rostock.....	1,589	3,185
6. Ernst-Moritz-Arndt University, Greifswald.....	1,224	2,440
7. Institute of Technology, Dresden.....	3,387	9,685
8. School of Mines, Freiberg.....	614	1,790
9. School of Architecture and Building, Weimar.....	237	799
10. School of Transportation, Dresden.....		2,200
11. School of Heavy Machines Construction, Magdeburg.....		1,248
12. School of Machine Construction, Chemnitz.....		998
13. School of Electrical Technology, Ilmenau.....		1,561
14. School of Building Construction, Leipzig.....		485
15. School of Building Construction, Cottbus.....		386
16. School of Chemistry, Merseburg.....		606
17. School of Education, Potsdam.....	419	1,280
18. Pedagogical Institute, Guestrów.....		723
19. Pedagogical Institute, Dresden.....		704
20. Pedagogical Institute, Leipzig.....		905
21. Pedagogical Institute, Muehlhausen.....		371
22. Pedagogical Institute, Erfurt.....		814
23. Pedagogical Institute, Halle.....		953
24. Pedagogical Institute, Chemnitz.....		345
25. School of Medicine, Dresden.....		701
26. School of Medicine, Erfurt.....		373
27. School of Medicine, Magdeburg.....		327
28. Central School for Agricultural Production Cooperatives, Meissen.....		268
29. Institute of Agricultural Economics, Bernburg.....		228
30. Institute of Zoological Technology, Guestrów-Schebernack.....		107
31. Institute of Agronomy, Neugattersleben.....		146
32. School of Economics, Berlin-Karlshorst.....	498	1,271
33. School of Political Science and Law "Walter Ulbricht," Potsdam-Babelsberg.....	558	579
34. School of Internal Trade, Leipzig.....		738
35. School of Foreign Trade, Staaken.....		458
36. German School of Physical Culture, Leipzig.....	222	574
37. School of Plastics and Applied Arts, Berlin.....	240	341
38. School of Graphics and Book Production, Leipzig.....	112	89
39. School of Plastic Arts, Dresden.....	222	109
40. School of the Theater, Leipzig.....	107	78
41. German School of Music, Berlin.....	304	204
42. School of Music, Leipzig.....	280	215
43. School of Music, Dresden.....		147
44. School of Music, Weimar.....	268	253
45. School of Music, Halle.....	155	
46. German School of the Motion Picture Arts, Potsdam- Babelsberg.....		125
47. Institute of Archival Science, Potsdam.....		37
TOTAL.....	27,822	66,618

¹ Statistisches Jahrbuch der Deutschen Demokratischen Republik, 1957. P. 125-126.

Table VIII.—Full-time enrollment in higher education by institution¹—Continued

SUMMARY BY FIELDS

Institution	1951	1957
General universities	20,199	33,387
Technical	4,238	19,758
Education	419	6,095
Medicine		1,401
Agriculture		749
Economics and political science	1,056	3,056
Physical culture	222	574
Fine arts	1,688	1,598
TOTAL	27,822	66,618

¹ Statistisches Jahrbuch der Deutschen Demokratischen Republik, 1957. P. 125-126.Table IX.—Expenditures for education and culture, 1957¹

(In thousands)

Item	East Marks
PUBLIC EDUCATION, VOCATIONAL EDUCATION, AND SPORT:	
Preschool education	154,436
Youth assistance and institutional training	110,511
General schools	1,071,456
Out-of-school education and recreation	135,328
Vocational education	629,946
Technical and specialized training	343,958
Sport	63,951
Non-State educational programs	2,377
Total	2,515,963
SCIENCE AND CULTURE:	
Higher education	513,123
Science and research	879,759
Fine arts	268,401
Mass cultural work (including adult education)	96,616
Radio, film, churches, and others	312,157
Total	2,070,056
GRAND TOTAL	4,586,019

¹ Statistisches Jahrbuch der Deutschen Demokratischen Republik. P. 525-526.

PS-66-59